

# THE SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

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No. 5

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The business department of THE JOURNAL is on another page.

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## Growth, Formation, and Education.

(Part of Birthday Address of Pestalozzi delivered in 1818.)\*

"Fix your eyes upon man in the whole extent of his development. Behold! *he grows, he is formed, he is educated.* He grows through the power of his own self. . . . He is *formed* through accident, the accidental that lies in his situation, his circumstances, and in his relations. He is *educated* through the art and will of man."

"The *growth* of man and of his powers is the care of God. It is based on eternal, divine laws. The *formation* of man is accidental and dependent on changing circumstances that surround him. The *education* of man is moral. It is a result of the freedom of the human will, in as far as it influences the development of his powers and talents."

"Through the *growth* of his talents and powers man is a result of eternal, divine laws that lie within himself. Through his *formation* he is a result of the influence that accidental circumstances and relations have on the liberty and purity of the growth of his powers. Through his *education* he is a result of the influence that the moral will of man has on the freedom and purity of his powers."

"Divine and eternal in itself is the law of man's *growth* that is within him. Earthly and sensual in itself is the influence of his *formation*. Accidental and uncertain in itself is the influence of his *education*."

"The formation and education of man is to be looked upon mainly as a co-operation that assists the inner impulse of development of the human powers. The influence of the formation *can* be brought to agreement with the laws of growth of the human powers. Education *shall* agree with them. . . . Through agreement of the influences of formation and education with the eternal laws of human growth only is man truly formed and educated: through the contradiction of his means of formation and education to these eternal laws man is deformed and spoiled, just as the plant is crippled by the outer force that shatters and destroys the physical organism of its parts."

\*Address to my Institution, January 12, 1818.

## The Recitation.

[Partial Report of the Faculty Conference of the Normal School at California, Pa.]\*

### I. THE AIMS OF THE RECITATION.

Discussed by PROF. CLARK.

It was formerly thought by teachers that the aims of a recitation were to test the results of a previously assigned lesson and to assign a new one, *i. e.*, to give out a certain number of pages to be studied from some author. This certainly is a wrong conception of the work to be done. The teacher knows, or ought to know, the order in which the new things of a subject should be given to his children, and also the rapidity with which they should be given. The author is apt to tell too much, and while this would do no harm, if the pupils were able to receive, it would lead to confusion in their ideas. In arithmetic, children should seek out certain principles; instead they are at once put to work on some problem. Preliminary work should be done in the class by the teacher. If this is left to the children themselves, they will be apt to go in the wrong way. Another aim that should not be is to interest the pupils in the teacher himself, instead of the subject he is presenting. (Mr. Clark gave illustrations of the seniors working in the model school to prove this.) Another wrong aim is the impression that is constantly forced upon the pupil that his work is gauged. The real object is to keep the mind in proper contact with the proper amount and kind of subject matter.

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Third, clear presentation of the lesson to be learned.

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### II. "DIFFICULTIES THAT STAND IN THE WAY OF REALIZING THE BEST RESULTS."

Discussed by DR. EHRENFELD.

The main question I consider is, as to whether I am linking what I am doing with the other branches of study or not. The principal object is to keep pushing

\*The faculty of the state normal school of California, Pennsylvania, holds very interesting weekly conferences under the leadership of the principal, Dr. Theodore B. Noss. Routine business is, as a rule, avoided, and the time mainly devoted to pedagogical discussions that are stimulating to the teachers, and unify and strengthen the work of the whole school. THE SCHOOL JOURNAL has been favored with the following condensed report of one of these conferences which was held last year. The discussions, it will be noticed, are not merely theoretical, but each speaker draws freely upon his practical experience in the class-room and thus brings out many suggestions of value to teachers generally. The topic of the discussions here given in part, was "The Recitation."

ahead to get something done to-day that was not done yesterday. The greatest difficulty that I experience here, especially with the lower classes, is that my classes are not well graded, and to decide what I shall sacrifice and what I shall have well done are other things that give me much trouble. Shall I leave the best ones to take care of themselves? Shall I bring forward those that are back, or, shall I take care of the best ones and let the backward ones come up as best they can? Those are the two extremes. I strike an average, striving always to be on the forward side of the average, to dwell a little more with the ones that can travel fastest than those that are slow. There is danger of dallying too much with the slow ones. Another difficulty is to keep the interest of all. If I deal with A, B, C, and D who forget so much, then those that are ahead lose interest and certain ones will get to thinking about something else. I aim to get each class forward some step, or steps, or half step each day and especially do I aim to overcome that carelessness about getting possession and holding possession of that which they have learned. There are some students that never seem to realize that they must put into their pockets what they learn to-day as capital for to-day, to-morrow, and the years to come, that they must appropriate and digest what they have learned.

### III. THE RELATION OF PLANNING LESSON TOPICS AND ASSIGNING OF LESSONS TO SUCCESSFUL RESULTS.

Discussed by PROF. MEESE.

In assigning lessons, think always of the strong pupil instead of the weak. There will always be plenty of weak ones. I look over the program and see what other work those pupils have. For instance, if the class had but two or three subjects, the lesson would be somewhat heavier than at present. To be concrete, I will refer to a lesson in general history. I gave the class some information on topics pertaining to the subject. Perhaps it is well at first to help them select the leading thoughts or topics and I am the critic, then I ask them leading questions; what in their judgment are the things that made the history of Rome what it is? Is the Servile war important, and what was its effect on the history of Rome? What in your mind has been the leading things which led to the downfall of the kingdom in Rome? What things, in your opinion brought about the establishment of the empire? I appeal to the judgment of the student, often he is wrong, but yet he is not a mere machine. I must bring forth evidences of thought. Too much outlining may do the student serious injury. The lower classes, because weaker may need more help, and yet I like to throw them upon their own resources. Let the comments be from students. I believe in *assigning lessons*, not in saying, Take the next ten pages in U. S. history. We must take into consideration the amount of time students have for the study of the branch. It is necessary in the assignment of lessons for the teacher to select some subject matter upon which the mind of the pupil is to dwell.

### IV. THE TEACHER'S PREPARATION.

Discussed by MISS MAC PHERSON.

One thing important to the teacher's preparation is a study of the individual pupils to learn to know the class, to become acquainted with their needs. The

better we are acquainted with the class, the better we know how to prepare our work for them. In the study of the subject, a great deal of the preparation is past preparation. All of the teacher's reading in the past is a preparation. All of our past work is preparation. The present preparation in each special subject comes in as absolutely necessary. We must be familiar with the topic and branch presented. The book the children are reciting from should come first. Even though I am familiar with it I always go over the subject matter, then over other matter relating to that from other textbooks, etc. I believe in plan-making as a saving of time, a plan based on psychology. I would also mention another preparation, a social preparation, a recreation at times. Though we get information from textbooks, if we had more *recreation*, we would do better work. As a part of the physical preparation, I would mention good food, sleep, etc. The better the state of the physical being, the better work will be done in the class-room.

### V. THE PUPIL'S PREPARATION.

Discussed by MISS ACKEN.

Much of the preparation the pupil needs to give to the work depends upon the advancement of the pupil in the subject. During the first few years he has really nothing much to spare. Very early he should be taught that he has something to do and that he is not merely to be entertained. Algebra and arithmetic would need more preparation than reading, yet they ought to feel that there is something positively to be done in the way of preparation in every branch. They should feel that they have something to do at school and at home.

### VI. THE DISTRIBUTION OF WORK AMONG THE CLASS.

Discussed by PROF. KEFFER.

If I were working with a class of juniors I would consider the best thing that could be done to be to give them concert work; to a medium sized class individual work. A certain number of questions that come up should come in rotation. By this I do not mean following the roll in regular order, but they should be given to the best as well as the worst in the class. Then there are other questions that come up in every class, those questions that would be termed side-issues which often show the teaching ability of a teacher quicker than any other. A teacher should give questions that come from studying the caliber of the class, of its habits, etc. To one class of pupils a teacher would give a question that would make that pupil feel satisfied that he was answering a question that no one else could answer in the class; to another, a question dependent on the study of the text-book; to another, a question that could be answered by "Yes" and "No." My plan would be ahead of the medium ones. Plan work in the line of the ones that lead rather than those that follow.

A number of educational news notes have been crowded out to make room for reports of state teachers' associations; they will be found in the special monthly issue of THE JOURNAL next week. The reports of meetings are unusually interesting this year, acquainting us not only with the men and women who are prominent in the educational affairs of the various states, but also giving good selections from the points brought out in the discussion of problems concerning the schools of the country.



## Child-Study Plan for Teachers.

The senior students of the Lewiston (Maine) normal training school take an enthusiastic interest in the study and description of the individualities of pupils. Miss Adelaide V. Finch, the progressive principal of the institution, aids them with suggestions and plans that turn the students' attention to the points of most directly practical value to teachers. Among her syllabi of child-study is one that has proved particularly successful; it is arranged after the plan outlined and practically applied by the great Herbartian, Tuiskon Ziller, which was fully described in *EDUCATIONAL FOUNDATIONS* for 1895-96. The following is a copy of Miss Finch's plan as printed for the use of her students:

### Lewiston Normal Training School.

#### SYLLABI FOR CHILD-STUDY.

(ZILLERIAN PLAN.)

*Note:*—The following points are to be observed as rules of direction for the collection of observations:

1. External appearance of pupils as regards dress, cleanliness, physical carriage, expression of face [look, eyes].
2. Veracity, honesty.
3. Disposition toward parents and teachers, behavior toward classmates, strangers.
4. Capabilities [talents], interest, occupation, games, attention in instruction.
5. Punctuality as regards attendance at school, tasks.
6. Home environment and intercourse outside of school.
7. Thoughts concerning future vocation.
8. Suggestions as to remedying of faults and defects.

ADELAIDE V. FINCH, principal.

The results of the study of pupils after this plan were embodied by the observers in brief individuality-pictures. The following are samples of the first reports of the students (a few of them are slightly condensed).

#### REPORT OF MISS E. M. THOMPSON.

1. B. K. (boy) is always dressed neatly and usually his clothes are kept clean and tidy.

He has a light, quick step and walks along with body and head erect.

The expression of his face is pleasant and his dark eyes have a bright, smart look about them.

2. He always appears to be honest and willingly acknowledges his faults.

3. He is loving and obedient to his parent and shows respect for his teachers. He is kind and gentle while playing with his schoolmates. While in the presence of strangers he is rather bashful and shy.

4. No special talent seems to have shown itself in him yet. He takes quite an interest in his work for a child of his age. In games he prefers tag and marbles.

Generally he is quite attentive while instruction is being given.

5. He is always at school on time and is very rarely absent.

He is very quick in performing lessons and tasks.

6. His home environments are fairly good although the situation of his home is not to be considered very desirable. His father is dead, and his mother works most of the time, leaving him under the care of an older sister, who is about seventeen years old.

His choice of playmates at home are among the best in the neighborhood, but they are not quite what a young child should have.

7. At present he has thoughts of studying medicine in future years.

8. I think a change of residence to a place which might afford better playmates might be beneficial to him. I also think he should have more of a mother's care than he has at present.

#### REPORT OF MISS L. M. SMITH.

For the past few weeks, I have been observing L. B. (boy).

As to his external appearance, I have noticed that he is dressed simply and neatly. His face and hands are always clean. His personal appearance is pleasing. His shoulders are straight, and he carries himself gracefully.

His face is animated, bright, and cheerful, and shows clearly his emotions. I have noticed that his eyes are very expressive, and are nearly always bright and sparkling.

In regard to speaking the truth, I have so far found him strictly honest, never denying anything he has done. His worst fault is in trying to draw others into trouble with himself.

He seems to possess a loving disposition for the most part, but he is very changeable. I have noticed that he is very forgiving, and also is easily depressed and excited.

Toward his parents he seems to be loving and kind, and seems to care a great deal for them. His disposition toward his teachers is changeable. He is always helpful, ready to do what is required of him, but sometimes he is mischievous and trying. I have never found him obstinate.

With his classmates he seems to be kind at heart, but sometimes is rough, careless, and thoughtless. I have noticed that he is generally ready to help his schoolmates, both in school and out. But he is very impulsive and quick to act, either for the good, or to the harm of some one.

As far as I have had an opportunity to judge, his manner toward strangers has been polite and attractive.

I think if he will apply himself, his capabilities are remarkable. He is easily interested, but it is with difficulty that this interest is kept up. His attention is easily distracted, by some outside influence. Something new must be constantly brought up, or his interest is lost.

In games he seems to be fully in earnest, and enters into them with zeal.

His favorites are running and playing marbles.

When he is being instructed, if the subject is new, he is full of interest, but let the same work be dwelt upon and his interest flags, and it is hard to call it back again.

His attendance at school is excellent. He is never absent, and has been tardy but once. What is required of him, such as seat-work, he generally does quickly and well and takes pride in.

I have not seen him in his home, but it seems to me from observation and what he says, that his home must be pleasant.

His companions are good boys, though perhaps not the best. But the location of his home seems to have a great deal to do with that.

Concerning his future, I have questioned him and find him undecided as to what he shall do, but his choice seems to lie between keeping a candy store, and hauling stones for the city!

I can think of but few ways of remedying his faults. I believe, and my experience confirms this, that his quick temper, and hasty speech, may be overcome, in a measure, by the presence of a person of an entirely different character. A person who is slow to anger, and slow of speech.

A little praise and encouragement will do more for him than scoldings.

#### REPORT OF MISS MARGUERITE CONNORS.

To the student of human nature, what can be more interesting than the class-room? Here, it is true, many types are met with. Some attract us by their personal appearance as being either pleasing or ugly; others by an aptness to learn; while still others make themselves prominent by this lack of aptitude,—and so on. But, in my experience, the child who impressed me as having the oddest general make-up is L. (boy).

L. is a little fellow about five, and a queer little fellow he is. For his age he is, I think, a little short; but what he lacks in height he makes up in width, thus meriting from the other pupils the name, "Little Fatty."

His light head—he has light hair—naturally sits erect. It is large, and at first seems almost out of proportion; but this is becoming less noticeable as he grows. Sometimes his shoes are not mates; frequently the left shoe is on the right foot, but this does not trouble L. He dresses fairly well; occasionally being really clean, but more often untidy.

When not taken up with something else, his hands are usually

in the pockets of his coat. His little thick-set body is carried along by firm, steady strides, thus giving him an air of one beyond his years.

It is his eyes which attract me most, not for their being beautiful; they are not. The eyes are quite small, and if they can claim any color, it would be a watery blue. To describe the expression would indeed be hard, but, to say the least, it is variable.

With all this, L. is by no means a really dull boy. He learns the words very readily and remembers them. His speech is not distinct, and when he reads he runs his words together. Number seemed altogether beyond his comprehension. After continued practice in writing, his meaningless strokes are decreasing, and he is actually beginning to write. He sings quite well.

At the recitation he is all interest, but in his seat he loses much of this, and too often does what he ought not to do. When he is reprimanded, he suddenly sits up; his naturally erect head droops, and his face assumes the funniest of all his funny expressions. From under the lids, his eyes roll slyly up and down in less time than it takes to write it.

He is visibly affected by praise. If an encouraging word is given, a broad grin encircles his face, and at once he wants to pour forth all his knowledge. He looks around to see how his companions take it, and the compliment seems doubly appreciated.

At first he seemed to think himself a privileged character; and, considering all things we did make a "little" allowance, when despite all our efforts, he preferred to jump rope than to attend school. Now he attends regularly; he is never absent. He thoroughly enjoys all play. On the playground, complaints are constantly being made against him. I'm sorry to say he is not as honest as I would like him to be; but his home influence does not help him any in that direction.

He is very active and lively; though he declares he is going to do nothing when he grows to be a man. This, I feel confident, is due to his age; he does not seem to mature as early as some children.

But by developing his moral nature, as best we can, and presenting before him good and noble examples, I hope one day to inspire L. with ambitions higher than those of an idler.

#### REPORT OF MISS C. M. CONNELLEY.

I have been observing K. (girl) and the following are the results of my observations:

K. is well built, slight, fair, quick, alert, and active. Her attire is always clean and neat,—in fact, well dressed. Her expression is mild, pleasing, and honest.

Towards her parents she is a loving and affectionate child; to her teachers respectful and obedient; to her classmates, kind, generous, thoughtful, always ready for fun and frolic, and is a favorite.

K. has talent and uses it. Her taste for writing is not great, but in the other lessons and busy work, she applies herself exceedingly well. During some of the talks one might think from her looks that she is dreaming or not paying attention, but repeated questions show that she follows closely.

Her attendance at school is fair, always in time, and good in tasks.

As to her future vocation K. is not decided. She likes to play house best of all, and sometimes thinks she would like to be a teacher. She is not what one would call shy or bashful, but does not express her thoughts in a great many words. She answers questions easily and in a straightforward manner, never seeking for attention, however. I have never had occasion to punish her in any way. When her task is finished and you know by observing and by her eager, expectant little look that she has been busy, K. is always pleased to have you say, "Well done, K., I see you have worked hard."

#### REPORT OF MISS ANNA G. DUNN.

Having observed C. (boy) for some time, I have come to the following conclusion:

He dresses neatly, carries himself erect, and has an intelligent look in his face. His eyes particularly, when deeply interested

in a subject, are earnest and intelligent. As far as I have had any dealings with him he has been perfectly honest. He has a gentle disposition. He is respectful towards his teachers, and appears to be so towards his parents. Among his classmates he is fun loving, and when with strangers he answers promptly when spoken to, but always in a respectful manner.

He makes good use of his talents. He takes great interest in his work—his lessons, seat-work, and his games with his classmates. To instruction, particularly when given in the form of a story, he pays great attention.

He is very punctual in his attendance at school and in fulfilling the tasks set out for him.

I can say nothing about his home environment except that it seems to have a gentle influence over him.

As to his thoughts concerning his future vocation, I have spoken to him about it and he told me he intended to be a violinist. He takes lessons on the violin now, and I believe that if he is as persevering and takes as much interest in these lessons as he does in his school work, he may in time become an accomplished violinist.

#### REPORT OF MISS JANE I. SCOTT.

My attention has been placed upon B. (girl) in order to study child nature as portrayed by her, and find she is what might be called an "old fashioned" child, showing the effect of close connection with her mother.

In dress she is very neat and plain, and is particularly orderly. Her carriage is quite graceful and light, and her expression bright and attractive.

Of her vivacity and honesty I cannot speak, never having had an opportunity of judging, but would imagine from her other characteristics she would have both.

When with her mother she shows a very deep affection and pride for her, anxious that she be seen and known.

She takes pleasure in doing any act which she thinks will be pleasing to her teacher, and is very friendly and kind to all.

At recitation she is fairly attentive, but wanders at times, and does not seem to put her attention directly on the subject, reciting accordingly.

She is punctual in her attendance at school, and in her performance of tasks, for which she shows an expectancy of praise.

She shows choice of companions, and refinement in her games, being particularly fond of playing school, and thinks that without doubt she will join the corps of teachers as her life work.

B. has no defects in evidence, but shows a great desire to be noticed and praised for what she does.

(The value of studies of this kind to the teacher will be evident to all who can discern their pedagogic practicability. How Miss Finch came to decide upon this plan, she explains in these words: "Last year the Zillerian plan for child study came out in that helpful little magazine, EDUCATIONAL FOUNDATIONS. The outline pleased me, and I had copies of the same struck off at our printers for the use of my teachers-in-training." The editor would like to hear of others who have found practical pedagogic plans of recording the results of the observation of the individualities of their pupils.)

I am convinced that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew it; it tends to set the reader himself on the track of investigation, and to direct him into those paths in which the author has made his own discoveries."—*Edmund Burke*.

"Mind is spiritual and does not grow mechanically, like an inorganic body, by adding independent ingredients to it; nor does it grow organically by the assimilation to it of its environments through the process of taking food and digesting it. Mind grows creatively by shaping *within* itself and *for* itself the essential forms of objects in space and time as well as objects of the pure intellectual world."—*Dr. William T. Harris*.



## Compositions in Tolstoi's School.

In a former article published in *THE SCHOOL JOURNAL* under the head, "Count Leo Tolstoi as a Teacher,"\* it was said that the educational principles and the original ideas of Tolstoi were practically applied in his own school at Yasná Polana and proved on the whole very successful. At the request of the editor I give in the present article a brief outline of Tolstoi's exceedingly interesting plan of teaching composition which may suggest to American teachers some new devices for stimulating their pupils' interest in the work.

Tolstoi relates that he tried various methods and devices to get his pupils to write good compositions, but was not successful until he struck upon a plan which he describes as follows :

"One winter morning I entered the school, when a language lesson was under way. I asked the pupils to write a composition on some proverb. As they did not understand what I meant, I had to explain. 'Suppose,' said I, we take the proverb 'He feeds with a spoon and then strikes with a cudgel.' Imagine that a farmer took a beggar into his house, but afterward reproached him for accepting the invitation ; would that not be feeding him with a spoon and then striking him with a cudgel ? 'We cannot write anything on that subject' one of the boys called out. 'Write it yourself if you want it,' suggested another one. I took the hint and commenced to write. 'Who will write better,' said I. 'Let us run a race.' Some of the boys accepted my proposition. One, Phedica, looked at me from time to time, smiled and winked, saying, 'Just you go on and write, I am going to beat you.' Soon he had finished his composition and climbed up behind my chair and peeped into my writing. I stopped and read the beginning of my story to the pupils. They did not like what I had written. I told them the plan of my composition, they corrected me and helped me out ; one said that the old beggarman should be a sorcerer, others were opposed to the idea and insisted he should be a soldier. Their interest was aroused." Tolstoi gives us a very accurate account of the criticism which the boys presented and shows their artistic skill. One of the boys gave concrete representations ; another dwelt upon the emotions of the heroes of the story. They worked for two hours and still they did not grow tired of the work ; in fact, they became angry when Tolstoi stopped to write. At the end of the lesson one of the boys inquired whether the composition was going to be published, and upon receiving from Tolstoi an affirmative answer, he said that it should be indicated that it was the joint work of Mavaroff, Morosoff, and Tolstoi (the first two named are the boys who had done the best work in the class). "I felt," says Tolstoi, "that from that very day a new world was opened to the pupils' minds, the world of art, the world of poetic feelings. I was glad and at the same time terrified, glad—because quite unexpectedly I had found the philosopher's stone which I had sought for two years in vain—the art of teaching to express thought ; terrified—because the art brings up new de-

mands, a new world of desires, not corresponding with the surroundings in which my pupils live."

On the following day the pupils continued the same composition and their interest did not decrease. The composition has not been preserved, as the teacher left it on the table and the boys, not knowing what it was destroyed it with other papers. They were very sorry afterwards to learn that their composition was gone. Two boys Lemra and Phedra timidly proposed to rewrite the composition. One evening they came to Tolstoi's house, locked themselves in his study and quietly went to work ; they sat there writing till 12 o'clock at night.

There is no doubt that the interest of the pupils was aroused to a remarkable degree and the compositions of the pupils, which were published in Tolstoi's educational magazine, *Yasná Polana*, show what a wonderful skill the pupils acquired in the art of expressing their thought in writing and how marvelous their power of observation was.

The practical suggestions Tolstoi presents to teachers concerning the art of teaching composition, may be summed up as follows :

First, give to the pupils a choice of subjects, not those especially invented for pupils, but serious ones, which interest the teacher as well as the pupils.

Second, read to the pupils compositions which are written by children, presenting these compositions as models, because they are more beautiful, more real and more moral than those of adults.

Third, in correcting compositions never make any critical remarks concerning penmanship, orthography, construction of the sentences, not even concerning logic.

Fourth, the difficulties involved in the writing of composition are : (a) the choice of thoughts, (b) the choice of the right word for the expression of a certain thought, (c) the difficulty of remembering the thoughts already written down and putting them in the right place and not repeating the same thought twice ; (d) connecting of thoughts with the following ones ; (e) writing and thinking in such a manner that these two processes do not interfere with each other. To help the pupils overcome these difficulties Tolstoi at first took part of the work upon himself and gradually gave it entirely over to the care of the pupils.

BORIS BOGEN.

## Language Work in Kansas City, Mo.

### The Whittier School.

Grimm and Verner have proven that the constant shifting of letter and accent and word on the outer side of language is regulated by definite law. No less true is it that the psychic side of language has its law, though many of the operations of mental action are obscure and are known best by their effect on the sequence of ideas.

In the class-room we must grasp the reins of the inner and the outer side of language, the off and the nigh, and drive ahead. And the road is neither smooth nor straight.

Communication is the end that language exists for. After six years of life the child, from unconscious imitation, can communicate with his kind. The end is accomplished. But how does he communicate ? Often very crudely. Imitation works two ways.

The schools, while not losing sight of the chief end of language, must make fluency, and the interpretation of thought, and

\*THE SCHOOL JOURNAL published in 1895 three articles on "Count Leo Tolstoi as a Teacher" among them two by Boris Bogen. The present article may be regarded as a continuation of those articles. The writer is a native Russian who came to this country a few years ago to take the higher course in pedagogy in the New York University School of Pedagogy. He has been a tutor in Count Tolstoi's school and is thoroughly acquainted with the novel methods applied there.

the mastery of expression to be desired and acquired for their own sake. Must teach the ear to detect a discord in speech, the eye to recognize an incorrect form, and the soul-force to become consciously active—to seek expression.

How little any one knows about how to do this is evidenced by the divergent views held by those who work along this line. One believes that the open sesame to success is the sentence. He says, "Acquire a certain volubility. No matter how few the ideas, just clothe their paucity luxuriously and you have language." Others, and their name is legion, lay all the burden on the thought. "Get the thought and the language will take care of itself. Think your sentence through to the very end," say they. Why do visions of Mrs. Malaprop so persistently present themselves after such a pronunciamiento?

In actual experience we must grasp all, the thought, the word, and the sentence. It is the product of all three that gives the solid contents of language-study. We must liberate ourselves from this or that opinion and from much of the thralldom of books on the subject, and study processes for ourselves, and make experiment the source of real knowledge. Given the children and we have a laboratory equipped for experiment. There we can test their senses, memory, imagination, judgment, and reason.

In the first grade let the work be oral. It is most beautiful and interesting and needs very careful treatment. The child is so irreflective in his nature that the difficulty of bringing out what is necessary is as great as the charm of doing it. The teacher places a simple picture before the class with the request to tell what is seen. Visualization is, as a rule, keen, but there are other senses, and he is asked to tell how it appeals to these senses—to experience the various conditions of the picture. The water's swash, the odor of flowers, the wind's caresses or rebuffs, the texture of objects, and his brain and tongue are kept busy.

This telling is spontaneous in all, though some children excel others in language and in arrangement. However, faults are corrected, another child tells the story, and it is so repeated until the majority of the pupils can express themselves on the subject. Fluency is a gift. Accuracy all may attain. The picture work helps the reading and the writing and the spelling wonderfully, for the teacher locates the child that does not visualize well and exercises him often in accurate observation.

In a school year of nine months the pupil should learn to describe twelve pictures, although this work should be supplemented with frequent exercises on any object from which an interesting lesson may be made. There is a reason for limiting the number of pictures.

Picture work is by no means new. Its pedigree is ancient. As far back as Rollin, pictures were commended for striking the attention of children. They offer such a pleasing stimulus to expression. There is no better method, outside of himself, by which a teacher may study the mental phenomena of language. The child in apprehending the various presentations of a picture does so by an act of the will, a concentration of consciousness, so to speak, which involves discriminations. These successive sensations provoke expression of them, in other words, stimulate language.

#### EXAMPLE OF FIRST GRADE EXPRESSION.

In the picture I see a little girl. Perhaps her name is Lulu-May. She is about three years old. She lives on a farm. The grass is green and it is summer. Her mother has given her a piece of bread and butter and sugar and she has come out into the barn-yard to eat it. Some ducks have seen her and are running toward her. The ducks swim in the frog-pond. Nine ducks are on the water now. Two ducks are saying "Quack, quack!" to call the others to get the bread. They may pick her and strike her with their wings. Her face is all wrinkled up and she is very much frightened. Maybe her loud crying will scare the ducks away. She is not large enough to run from them. I pity the little child and hope her mamma will soon come to take her back to the house.

The second grade take a step in advance. No, two steps. The pupils write their lessons at stated periods, and introduce into their descriptions inferences of what may be. Much stress is laid on this feature in all the grades. By it the imagination is cultivated. First of all, the teacher must have a clear conception of what in this work is meant by the imagination. It has not the

sublime meaning that Wordsworth gave it. Perhaps I would better call it invention. But, by whatever name, it is based on the observation of facts from which the fancy soars to possibilities.

The pupil knows how to write, knows some of the mechanics of language, and here in the language work makes practical use of this knowledge. This grade also describes twelve pictures a year, but the finished product is written, and to insure uniform accuracy in spelling, punctuation, capitalization, and form all copy the same model. In this grade it is personality rather than individuality that counts. All take part in the story building, each contributing something. Each sentence as it is added is discussed and improved before being placed on the blackboard. No thought or expression within the range of the child is passed by. In the sentence-building process we follow Pestalozzi's method of first taking nouns, then qualificatives, then sentences.

#### EXAMPLE OF SECOND GRADE WRITTEN LANGUAGE LESSON.

In the picture are two cats. They are looking at a mouse trap which is placed near one end of the room. I think they are in the attic because I can see that the brick walls are not plastered.

I see a mouse's tail sticking out of the trap.

One of the cats is lying on a rug at the end of the room and the other cat is sitting near the trap. I think the cats have been trying to catch the mouse and the mouse ran into the trap to escape them. The cats don't know that he cannot get away and often give a low mew to tell him they are ready to make a spring at him.

The family who live in this house must be very much troubled with mice and that is the reason they have the trap and the cats in the attic. When they come up stairs in the morning they will be glad to see that a mouse has been caught. I think the mouse is the only one who will be sorry.

In the third grade the oral language and composition continue together. We select pictures having more details. In the oral work all illustrations of words, forms, and sentences are taken from the material furnished in the picture. The step ahead in this grade is in each pupil's making a selection of the facts, in consequence of which each effort reflects its writer. We give them the fish and leave them to find what they may. The benefit of the uniformity in the previous work is observed now—for the child has become accustomed to a direct expression, and from habit, makes the characters speak, and sees lively possibilities in mute passivity.

Rousseau's idea that the child should contract no habits has no place here. In this grade it is well to drill on the phrases *in which*, *on which*, *for which*, etc., in order to give variety to expression, and frequently to let the written work take the form of a letter.

#### EXAMPLES OF THIRD GRADE LANGUAGE LESSON.

That is a picture of a farm. The milkmaid is just returning from the barn. She is carrying a pail in which there is milk. A little girl with a cup in her hand has come to meet the maid to get some milk, I suppose. There are two kittens rubbing against the maid's feet and purring loudly, which is their way of asking for milk. Two calves are standing at a little distance. They seem to be watching the pail of milk and begging, too. The little girl is waited upon first. After she has had her share the maid will give some to the calves and kittens.

It is springtime and the apple trees are in bloom. How fragrant the air is!

The little girl's father is coming with a bundle of hay to feed the cows. Then he will take his child into the house and they will have supper.

Kansas City, Mo., April 6, 1896.

Miss Shea,  
Whittier School.

My dear Teacher,

Once there was a little girl who lived with her parents in the country. Her name was Ruth. She went to school all the time. But once her mother was ill for a week and Ruth had to stay at home to do the work.

We have a picture of her at work and I will tell you about it. I can see her preparing breakfast. She has her hair nicely combed and has on a clean dress and apron. From this I judge that she is a very neat little girl.

She is going to have pancakes and coffee for breakfast. You can hear her grinding the coffee now. It smells like java coffee. On the table is a bowl of eggs. She has broken one of them. I know she will put the white of the egg into the coffee to make it clear, and the yoke she will put into the pancakes.

When everything is ready Ruth will call her father to his breakfast and





OUT-DOOR CALISTHENICS IN A BOSTON PRIMARY SCHOOL.

then she will place her mother's breakfast on the tray and carry it to her.

Will Ruth's mother smile when she sees her?

Your affectionate pupil,

LOUIS STEVENSON.

With the third grade the picture work has accomplished its mission of unloosening the bonds of speech, and gives place in the fourth grade to more difficult exercises which continue through the fifth grade. These aim at ease and fluency of expression; cultivation of observation and memory; and familiarity with the thoughts of others on certain subjects. Memory is susceptible of progress. Assure that progress.

*Language and composition must be made inseparable* and until they are made one, language study in the schools will be a Sisyphean labor,—hopeless and perpetual.

For fourth grade work subjects are selected at the beginning of the year and the method of treating them written in detail and the plan left at the office. Three weeks is given to each subject as heretofore. The teachers are instructed to require the pupils to illustrate the oral language lessons with sentences pertaining to the composition subject. Suppose the class is studying verb forms, or adverbs, or relative pronouns, or different kinds of sentences,—they must illustrate from the composition subject. In this way the observance of technical grammar *in their own compositions*, steals upon them unawares.

The subjects are selected with reference to the season of the year, to the age and knowledge of the child. Our eighth subject was Showers, Sunshine, and Rainbows, treated as follows:

First week: In each oral language period children tell of their observations in relation to subject. At composition period teacher reads to them poems on subject from Bryant and Celia Thaxter. Children read songs about subject in Music Reader. *They talk.* Teacher has abundant material to fill children full of the subject.

Second week: They illustrate oral language lessons and at composition time build paragraphs out of material thus furnished.

Third week: Still illustrate oral language lessons and at composition period write their paragraphs neatly and send to the office. This illustrating the grammar lessons from one subject is the key to the degree of perfection attained. Drawing illustrations from one subject for three weeks causes expression to "strike in." It is the teacher's business to see that the expression is grammatically correct.

#### "APRIL SHOWERS BRING MAY FLOWERS."

The way we get rain is that the water on the top of the blue ocean with its white ruffles, is drawn above the earth as mist or vapor by the sun, and flies over our heads in clouds and falls again in refreshing rain.

The rain keeps men, animals, and plants from dying, for we all have to eat and drink. What we eat is watered by the rain.

You often see the cows standing in the fields holding up their heads in thankfulness for the refreshing rain and fragrant air.

Some people without thought wish that it would rain gold instead of the soft gentle water. Each shower that God sends to us is worth hundreds, yes perhaps thousands of gold dollars.

The Rainbow is a token of God's promise. In the old, old days, in the time of Noah God flooded the earth. He promised that he would not do it again and gave the rainbow for us to look at in remembrance of that promise. The rainbow is formed by the sun shining on the rain. The raindrops act as a prism showing the beautiful colors, red, orange, yellow, green, blue, and violet. There is an old saying, "Rainbow in the morning, Sailor's warning; Rainbow at night, Sailor's delight."

The best of God's gifts are so common that we forget how good they are. We could not live if they were taken away from us. The sunshine and the rain are often called "twin blessings."

Nothing is more help to the earth than the beautiful sun. It comes in the morning chasing away the

dark night and brightening the plants and all inhabitants of the earth.

One must be struck with the simplicity and ease of the above. It contains the part of the material that appealed to him, well expressed in child's language. Forty others were just as natural. This comes from giving the pupil interesting material to draw from. The teacher must have her plan and work to it. It all depends on the teacher whether children have something to dread, or much to look forward to. They should do the work in school under enthusiastic supervision.

Pupils take to some subjects better than to others. There are reasons for this and it is necessary sometimes to overcome their apathy for a certain subject, by the teacher's doubling her zeal in making it interesting. Children like to treat a subject somberly too, and there must be constant effort against this undertone.

Often, teachers with the best intentions, make grave mistakes in their plans for written language or composition. The following for fourth grade sounds well but is wrong. Aim: The object of this plan is to bring the child in contact with nature; to teach him to observe, think, reason, and to express himself naturally.

Subject, The Leaf.

1. Materials. Different kinds of leaves.
2. Parts.



GYMNASTIC EXERCISES IN A BRIDGEPORT (CONN.) GRAMMAR SCHOOL.

3. Classes as to blade.
4. Classes as to venation.
5. Motions.
6. Uses.

Such a plan will not bring out the best language work. Undoubtedly there should be and is, a place for such study in the schools. But it should not usurp that of language. The phrase "In contact with nature" catches one,—but it is the *language Nature speaks*, the "music in the sighing of a reed," the "melody in the gushing of a rill," that we wish the child to interpret. In language work we should teach the expression of the beauty, love, and harmony found in nature. Its poetry rather than its physiology.

In the sixth grade there is a change in the *motif*, but not in the mode of treatment. Here the pupils have good English models to study. How interesting was a lesson on a letter from Byron to Moore! The essentials of a good letter as to subject, language, and tone were discussed. This grade made a paraphrase of "Abraham," an abstract of "Marmion and Douglas," have had dictation exercises many and oft, and exercises in description and amplification,—the aim being to give the pupil an idea of the richness of the language and of the elements of style.

The work of making abstracts of selections is very helpful tending as it does to assist the pupil to preserve the proper sequence. The translation of thought from one form to another is also helpful. Their technical grammar lessons are illustrated by whatever subject they are studying as composition work. The fragmentary sentences in the grammar are not used.

Kansas City Whittier School  
Louise Harte.

Grade 6.  
Miss Simmons, teacher.

#### MY MOST INTIMATE FRIEND.

She has beautiful, patient face, dark hair, slightly marked by silvery strands, and bright hazel eyes. Her hands are small but careworn, yet they can soothe an aching head as nothing else can. Her voice is soft and sweet. There is nothing that quiets me so when I am sick as to hear her read to me.

She can frolic, too, as well as any girl or boy and her stories are all that one could wish. She can tell a seemingly sad story yet the end will be so funny that it takes all the sadness out of the sad part. I like to hear the stories of her childhood, too; about the horses, colts, dogs, cats, rabbits, and innumerable other pets which were hers at one time. For who has lived on a farm and not had pets? She never had but one real doll in her life. But there were plenty of materials on a farm to take the place of a doll and she made the utmost use of them.

The best times I have with her are in the evenings after supper when all the work is done and my lessons are finished. Then we both sew together or she teaches me something I do not know. Everything is quiet. The fire, when we have any, crackles merrily on the hearth, the humming of my sisters' voices fills the room with an atmosphere of peace, and it is then that I realize that my best friend is my own mother.

LOUISE.

#### EXAMPLES OF SIXTH GRADE WORK.

##### THE CHILDREN'S CRUSADE.

Between the fourth and fifth crusade there was a Children's Crusade. Their leader was Stephen of Cloyes, who was a preacher of not more than twelve years. He went from one city to another to preach. The people flocked in numbers to hear him, believing him to be inspired of God.

When they arrived at Marseilles, France, they saw a large body of water spread before them. They thought that there would be an opening in the water as there had been in the Red Sea but were sadly disappointed. Some of them then went back to their homes in France and others went on.

A band of forty thousand children started for Jerusalem from Germany also with a boy, Nicholas, for their leader. They also arrived at the sea. Here a man kindly offered them seven ships in which to sail for Jerusalem. Instead of taking them to Jerusalem, however, he took them to Alexandria and sold them as slaves. For eighteen years no one heard anything of them.

ADELE HUNT.

In the seventh grade we began with a paraphrase of *The Eve before Waterloo*, followed by an abstract from *Twice Told Tales* just to get started and to articulate with the sixth grade. Then we took up tales from mythology, selecting them with special reference to beauty and their ethical application believing that "Every myth contains a truth." A class of forty-six boys pursued this work enthusiastically. Think of a grammar lesson whose every illustration was taken from Guido's picture, of Aurora.—The feeling for art and literature was quickened—and perhaps in some instances born.—They have talked and written on *Proserpine*, *Orpheus and Eurydice*, *Clytie*, *Ulysses passing the Isle of the Sirens*, *Sol*, *Neptune*, and *Psyche*, and we believe these myths made each better acquainted with the possibilities of his own soul. The various "morals" appended to and woven through their stories make one wonder "where is fancy bred, or in the heart or in the head." Their efforts at expression have been earnest and they have been instructed daily that a simple correct style is as restful as delicious repose. Two days before school closed the teacher explained to the class the nature of a pastel in literature, and asked for original pastels, the class to have thirty minutes for the effort. The following is a specimen.

#### EXAMPLE OF ORIGINAL WORK—SEVENTH GRADE.

Kansas City Whittier School,  
Chester Swan.

Grade 7, A Class,  
Miss Van Metre, teacher.

#### COMPOSITION.

It is snowing. The barren trees hold out their gaunt arms as if beckoning the snowflakes to come and decorate the branches that were once so beautiful. The snowflakes, answering the petition, fall lightly on the outstretched limbs, giving them a coat of snowy whiteness. The trees and limbs, thankful for the sympathy shown, no longer wave madly about but caress the beautiful snowflakes as they decorate the shaggy bark.

Morning is come. The immense forest trees shine forth with the splendor of myriads of diamonds. The rising hills show their gratitude by trying to protect the trees from the heat of the sun. All nature is beautiful!

Noon is here. The hills now no longer able to protect the trees, melt into tears. The trees and bushes sympathizing with the hills, join in the sorrow.

Evening has descended. The merciless sun has melted the beauty of the landscape and proudly retires, leaving the earth wet with tears.

Of the use of pictures in language work I have spoken at length. To us they have been a valuable aid in concentrating attention. Any other method that would do it as well would be as good.

In conclusion, success in language teaching depends much upon the teacher. Some teach it naturally, some achieve it, and some have it thrust upon them. The last case is pitiful and accounts for much of the stagnation observable in the subject. They teach language on the theory that sufficient unto the day is the evil thereof. In order to bring out the proper perfection of each grade the teacher must work, give strong support, use vigorous authority. Nature is not always right and inheritance must be supplemented by acquisition. When this is done the culture of language becomes the culture of the soul.

JOSEPHINE HEERMANS.

Principal Whittier School, Kansas City, Mo.

There was a band of thirty thousand children in France alone. These started from France to journey to Jerusalem, thinking to rescue the Holy Land from the Turks, by the strength of their innocence. Every city they approached they eagerly asked if it was Jerusalem.



## The School Journal.

NEW YORK &amp; CHICAGO.

WEEK ENDING JANUARY 30, 1897.

Very few of the hundreds of child study plans published in the past five years are of any practical value to school teachers. The trouble is that the majority of those who prepare them are not sufficiently grounded in pedagogics to have any clear notions of what is really needed to advance the cause of elementary education. Studies which presuppose so thorough and extensive a knowledge of physiology that they can only be carried on by specialists, are simply worthless in the hands of the rank and file of teachers, and should be left to school physicians. Neither do we want the schools to be turned into experimental stations for psychologists and anthropologists. Those plans also should be ruled out whose only purpose is to secure interesting data for some one to put into a lecture or book. Every minute of the teacher's time is valuable and should be devoted to the education of his pupils. The elementary schools are not meant to be institutions for the preparation of teachers; they are established for the children.

Persons who are absolutely ignorant of child nature and the ways of childhood generally, are not fit to be appointed to teach. Assuming, then, that teachers come to their work prepared to educate children, we fail to see why some of the directors in the child study movement lead teachers into carrying observations whose proper field are the training schools and clinics, into the elementary schools. What the teachers need are suggestions as to the most fruitful and most economical ways of becoming acquainted with the individualities of their pupils; it is the only method of child study worth anything to them. On another page is given a plan of this kind which has been tried with success in the Lewiston training school under the direction of Miss Finch; its pedagogical value is illustrated in the papers of the pupil teachers, which are added. Those papers represent the result of the *first* exact child study of teachers-in-training; could we not reasonably expect the individuality-pictures prepared by trained working teachers to be even more perfect as regards pointedness in observation and pedagogic precision? Here is a field that calls for workers.

Study the whole child and learn to know his educational needs. Make the child study of the teacher what it really should be; a means to help him judge the capabilities of his pupils and how much it may be theirs to attain to that higher life which the educational ideals of the race have created, and to obtain an insight into the comparative efficacy of methods, devices, and other teachers' aids which the pedagogic thought of centuries has evolved. In other words, child study must actually make him a more loving, conscientious, resourceful, and skilful educator, else it will not advance the cause of education one inch. It is for the children we live and work.

The present number gives descriptive accounts of certain lines of the actual practice of schools which have won an enviable reputation for the quality of the work they do. Plans are under way to make this feature a

permanent one in THE SCHOOL JOURNAL. The croakers who expect to oppose forever all progress with their stereotype "That can't be done," will rub their eyes when they learn that many of the things that have been advocated so long in theoretical articles are really being done, and successfully at that.



Father Pestalozzi.

(This portrait is reproduced from an old wood cut and is believed to be most characteristic of the great educational reformer. THE SCHOOL JOURNAL has gone to considerable expense to secure authentic portraits of him; several of them have already appeared in previous numbers; in a few months a fine portrait will be found in these pages, which competent judges have declared to be the most authentic one that can be obtained.)

### A Small Boy's Complaint.

When the blizzard is blowing outside in the street, I have to stay here in the house.  
I have to sit quiet the whole of the time, as still as a little brown mouse.  
They won't let me tease my small brother at all, or play with my small sister's things,  
And mamma's not pleased if I stop in her room and set up a store with rings.  
And papa gets mad as a crazy March hare when I cut pictures out of his books.  
I cannot go down to the kitchen to stay because we've the cross-est of cooks.  
The waitress don't like it if by some mischance I upset the cranberry pie.  
On blizzardy days there isn't a boy so unhappy and tired as I.  
The dog he snaps at me if I pull his tail, and pussy she scratches my hand  
If I put her aboard the piano and play she's the head of a musical band.  
The baby he cries if I poke at his eyes, and his nurse drives me out of the place,  
And tells me that all through the rest of the day she don't want a sight of my face.  
I wish it would clear, for I want to go out; I cannot stay quiet and still.  
I'm so full of moviness all of the time that sitting down makes me feel ill.  
I cannot do anything—no, not a thing—I can't say I will or I won't;  
I cannot go out and I cannot stay in when there's nothing to do but to don't.  
—Harper's Bazar.

## Topics of the Times.

The poor Siamese have had much trouble since they came in contact with "civilized" nations. Some years ago they learned the power of France to their sorrow and were deprived of a large tract of valuable land. Only a few weeks ago Great Britain and France made an arrangement that threatens the very existence of Siam as a kingdom. Now the United States has a quarrel with Siam over an assault of Vice-Consul Kellett near Bangkok. The gunboat *Machias* (match-i-as) was lately ordered to steam from Canton to Bangkok to demand satisfaction of the Siamese authorities. Some time ago a certain Dr. Cheek, an American, obtained a concession from Siam to a large tract of land covered with teakwood, and the government loaned him sufficient money to purchase elephants and tools for carrying on the work. The Siamese government afterwards revoked the concession and seized the property for alleged debt. It was while investigating the affair that the U. S. vice-consul was attacked. Our government had been taking measures to have the matter referred to arbitration when the trouble occurred.

From reports, it would seem that Chicago shippers are at the mercy of the Lake Lines' Traffic Association and the Joint Traffic Association. They are to act in harmony henceforth, so that it will be impossible to play the all-rail lines against the lake lines and the lake lines against the all-rail lines. The situation is aggravated by the fact that the southern roads, alert and ready to make inroads on the traffic of the Chicago roads from the west and the northwest, see in the new arrangement an excellent opportunity for strengthening their hold at the expense of the commercial interests of Chicago.

A national association of manufacturers has been formed to enlarge our trade with South American countries; and the association is said to have already a membership of 1,000. The plan is to establish in Caracas and elsewhere central stations whose agents will make a close study of the needs of the different localities. It may lead also to the appointment of better men as consuls.

Numerous hearings on the tariff have been had at Washington, and it is likely that a special session of Congress will be called in March to pass a tariff bill. This, it seems to us, is the poorest possible way to revise the tariff. Two tariff bills made in this way—one Republican and one Democratic—have proved unsatisfactory and there is little prospect that another one will be liked any better. The tariff should be neither Republican nor Democratic, but constructed on scientific principles, with a view toward justice both to the manufacturer and the consumer. The tariff and finance should be referred to a commission of experts to consider thoroughly and report some permanent scheme.

The following United States senators have been elected recently by the legislatures of their respective states: Thomas C. Platt, New York; J. C. Pritchard, North Carolina; J. P. Jones, Nevada; Charles W. Fairbanks, Indiana; J. H. Gallinger, New Hampshire; H. C. Hansbrough, North Dakota; George C. Perkins, California; O. H. Platt, Connecticut; Boise Penrose, Pennsylvania; John C. Spooner, Wisconsin; Henry M. Teller, Colorado, and W. E. Mason, Illinois.

Some time ago a British expedition consisting of nine Englishmen and 250 native carriers started from Bonny in the Niger Coast protectorate, West Africa, for Benin city, its object being to ask the king of Benin to remove the obstacles he places in the way of trade. None of the men was armed, as it was thought that their object could be obtained better by not making any warlike display: this was a fatal mistake. Before they reached Benin they were attacked by tribesmen and massacred; only nine escaped. As soon as the news was received in England it was ordered that an expedition be sent out to punish the king of Benin. It is said that such an expedition would have been necessary

in a short time, as the whole Niger Coast protectorate is suffering from the cruelties and exactious of this savage king. Slavery is rampant in that country, and human sacrifices and cannibalistic heathen rites are matters of daily occurrence.

### Practical Hints as to Drawing and Penmanship.

LOWELL, MASS.—At the last meeting of the primary teachers, Miss Gertrude Edmund gave a practical talk on school work in which she said, she was convinced that there should be more freedom in the primary rooms; pupils should be allowed to move about and stand during some exercises, and there should be kindergarten chairs and tables in the rooms.

Speaking of manual training work, she said that it is too formal. There is not enough paper work in any of our city schools. That is a thing that I hope many of the younger teachers will take an interest in. We need original work in such a course. The question of motor training is allied to discipline.

Miss Edmund also touched upon drawing and vertical writing. She said among other good things:

"If we do not encourage the child to express himself, he will never draw so well. Drawing is a good index of the contents of the child's mind.

"I am convinced that in writing, we have been making our letters too small. It is injurious to the eyes to read such fine writing, so we have begun to make larger letters. I believe that the inspection of eyes will encourage the teachers who are doing this. We may find, to go to the root of the matter, that there would have been fewer poor eyes if there had been larger letters.

"The slates are a thing of the past, but the gray lines of the lead pencil are hard to read. I believe that we should use pens in the first grades of the school, for the child will not hang on to a pen for dear life, as when trying to mark a heavy line with a lead pencil.

"Spinal curvature brings on short sightedness. We should be careful of the position taken in writing. It seems that the vertical is the better one.

"We are using the vertical system because we find it plainer, and easier to learn and to teach. Many teachers do not think it so beautiful as the slanting system, but I believe it is a matter of feeling. I did not think the vertical system very beautiful a year ago. Legibility and not speed is the most essential."

The thousands of admirers of Sir Isaac Pitman will regret to learn of his death, which occurred recently. He was born at Trowbridge in Wiltshire, Jan. 4, 1813. On leaving school he became a clerk in a factory; he had a thirst for knowledge and improved his mind by reading books on music and literature. His industry and love of accuracy is shown by his reading Bagster's Comprehensive Bible through and pointing out many errors to the publisher. He next devoted his studies to stenography, and, instead of trying to improve old systems, compiled a new one. In 1837 his first manual was published, and in two years the first edition of 3,000 copies was exhausted. This was Sir Isaac Pitman's greatest work. All systems since that time are more or less based on it, and it still holds its own amid all competitors. It should not be forgotten, however, that Sir Isaac suggested to the British government the idea of collecting postage by means of stamps and that he was one of the most active of the spelling reformers. The printing office from which his works were issued was a model of neatness and order. He was knighted by Queen Victoria a few years ago.

HARTFORD, CONN.—Supt. Crosby, of Waterbury, died suddenly at his home, Jan. 16, aged 68.

Supt. Crosby was born in Conway, Mass. He attended Phillips Exeter academy, entered Amherst college, and was graduated in 1850. After teaching in Connecticut and Virginia, he was for nine years principal of the Hartford Female seminary. In 1870 he was elected principal of the Waterbury high school, and superintendent of schools; and held both positions till 1890, since when he gave all his time to the superintendency.

Supt. Crosby was actively identified with the Connecticut teachers' organizations; he also took much interest in the university extension movement.



## Educational Associations.

### Wisconsin Has a Rousing Meeting.

MILWAUKEE, WIS.—The forty-fourth annual meeting of the Wisconsin State Teachers' Association was a splendid success. Nearly all of the addresses bore more directly on the actual problems than is usually the case. Of course there were a few speakers who spread-eagled and talked for applause, but they were the exception and were so sandwiched in between people who really had something to say that even their mighty wind-blown served a purpose in preventing the sessions to become too much of a strain on the hearers.

#### AUTHORITY OF SUPERINTENDENTS.

Mr. Joshua Stark, ex-president of the Milwaukee school board, gave a lively talk on "What Authority Should be Reposed in a Superintendent?" He spoke from experience when he said that school boards, as a rule, are composed of men who have no knowledge of teaching, nor is it necessary that they should, providing they have the right kind of a superintendent who is really an expert in school matters. He would not appoint a superintendent who does nothing but recommend things and then waits for the board to act. An officer of this kind, he said, was merely a tool of others who would usurp his proper functions; he is degraded to the rank of a mere clerk of the board; his supervision and inspection is little above that of the detective who searches out offences and reports them for another's orders as to their correction. Under conditions of this kind, Mr. Stark maintained, the influence of the superintendents must be ineffective. Authority being weak, there can be no proper discipline. The office carrying no power or coercion, only such respect will be paid to the advice of the officer as his personal qualities may inspire. The inevitable result is confusion and demoralization.

Mr. Stark would give superintendents of city schools the following authority:

"All examinations for teachers' certificates should be conducted by him or under his direction by persons selected by him and the results should be determined by him independently of the school board or any committee of its appointment.

"The superintendent should have absolute and exclusive authority to appoint, transfer, and promote teachers or at least his written approval should be made essential to the validity of every appointment, transfer, or promotion.

"He should have absolute authority to discharge any teacher for inefficiency, inattention to duty, or for other cause which in his judgment disqualified such teacher for the service required.

"Such authority," concluded Mr. Stark, "seems to me to be due the superintendent because he is best qualified to exercise it, and is less likely than the school board to be influenced by personal motives in its use, and because his conspicuous position would expose him to public criticism."

#### DEFORMITIES OF SCHOOL CHILDREN.

Dr. J. H. Kellogg, of Battle Creek, Mich., in his address on "Physical Deterioration During School Life; Defects and Remedies," made the startling assertion that our public schools annually turn out thousands of crippled and deformed young women who have been deformed and whose constitutions have been weakened by the unhygienic conditions to which they have been exposed during the fifteen years spent in the school-room.

The chief causes of these defects are bad air, lack of muscular exercise, and bad positions in sitting. The latter result in serious internal deformities.

Some of the means of remedying these evils are:

1. Constant correction by the teacher of improper attitudes assumed by students, and the employment of suitable corrective exercises for two or three minutes at every change in the day's program.

2. A regular, systematic course of scientific physical training as an essential part of the daily work of every pupil.

"During the twelve or fifteen years spent in school the seden-

tary habit often becomes firmly established, so that in after life exercise is avoided as much as possible, through a natural aversion to it, whereas the physiological necessity for exercise increases with advancing age. A cultivation of the habit of exercise and the appetite for it may, therefore, be properly regarded as one of the important objects to be attained during the school-going period.

"A thoroughly enlightened community will provide gymnasia and lavatories in connection with its public schools; and when we become sufficiently civilized to value health as highly as does the savage, we may expect that our municipalities will take such steps as will save a sufficient amount of money now wasted in attempting to repair the ravages of alcoholic drunkenness and other forms of vice to provide for every city a suitable number of public gymnasia and swimming baths; and that it will be considered at least as important that a child should have a large pair of lungs and a vigorous chest as that he should understand Greek and Latin or mental philosophy, and more important that a man or woman should be able to swim than to calculate an eclipse of the moon. Our schools, seminaries, and colleges are every year turning out a lot of young men and women who might properly be termed "school cripples," who are maimed in body by the neglect and the harmful environment to which they have been subjected, and damaged intellectually by the one-sided and artificial methods under which they have been trained."

State Supt. Charles R. Skinner, of New York, spoke on "Education for Citizenship." He said that the need of the hour is higher minded, nobler citizenship, builded not upon the sand, but upon a sure foundation.

#### GOVERNMENT OF CHILDREN.

The president of the association, Mr. Arthur Burch, gave some good suggestions on school government. He dwelt particularly on the fact that too often "to 'squelch' a pupil, to lead him captive in chains at his chariot wheels, is to many a teacher the chief end of discipline. Too often this is a policy of mere conformity to bare authority of the power of a strong, unsympathetic will. This is the iron rule of the camp and prison. 'Tis not education, for the mainsprings to right action are never touched."

"Citizenship, good or bad, is taught objectively every day in the school. The teacher who is peevish, or who nags or scolds his pupils, becomes a target for their disrespect, and authority is disregarded. The habitual idler, the impulsive babbler, the little girl who was caught whispering and the gum chewer are held alike after school—in durance vile—while the majesty of the law is—undermined. Oh! that teachers might understand that penalties should not be retributive, but remedial instead; that a kind word, a helpful suggestion, a confidential talk, are, as a rule, a thousand times more potent than a threat or severity.

"My plea is for rationalism in school government; for an exercise of genuine human kindness; for naturalness. I would banish from the school the chill-spirits of authority and severity as pestilential vapors. In their place I would welcome the smile, I would encourage good humor, I would foster, as an essential factor in work, the happy play-spirit. \* \* \* In the processes of nature there is perfect adaptation of energy to task. The work of the school should be no less happy and harmonious. As work transcends toil, so play surpasses work. Toil is servile obedience, work is unfettered action; play is exuberance of life in unconscious activity. To change the tedium and work of school into an activity having all the zest of play is a consummation which yields the maximum of effort and achievement with the minimum of waste."

#### MISSION OF THE LIBRARY.

Secretary Melvil Dewey, of the New York board of regents, made a plea for the library in its best sense as an essential part of a complete educational system. He said that the carrying on of the education of our great mass of boys and girls must be chiefly by means of free public libraries, the only practicable means of controlling and shaping their reading to the highest ends.

Miss Stearns, of Milwaukee, who represented the Wisconsin library commission, said that schools are not to make readers for libraries, nor libraries to wait for readers to come to them out of the schools. The school and the world of books which it makes known to him, are to be identified in the child's mind. There is to be no distinction in his memory between reading as an art learned and reading as a delight discovered. The art and the use of the art are to be as one to him.

Miss Mae E. Schreiber spoke of the interdependence of the teacher and the librarian. The teacher should inspire and find interests, the librarian must stand ready to meet the demands inspired by the teacher, and they working together will reach, not

only the children, but the homes. The teacher should be a great reader of children's books, and she should talk about them and give lists of new books.

#### CHILD STUDY.

Child study in the kindergarten was treated by Mrs. Mary H. Barker, supervisor of kindergartens in West Superior. She showed that the kindergartner should be familiar with the forms of diseases most common among children, so that a child who is taken ill may be sent home, have immediate attention and thus lessen the exposure of other children to disease. She should be a student of mental as well as physical attitudes, that she understand the difference between so-called stubbornness and shyness, temper and acute dislikes, fear and lack of self-control, and that she may detect cases of arrested development. If teachers would but study the child for his personal benefit, we will, in time, have a system of education where the happiness of the child, his moral and physical development shall proceed along the lines of rationalism in education, resulting in strong character and a race of healthy men.

Prof. Charles H. Thurber, of the University of Chicago, spoke on "The Social Aspects of Child Study as Related to the Work of the School-Room." He showed that teachers should not be made a distinct class; nor should mothers, but that the interest should be equally strong between both. The pressing need in child study is for practical results. The speaker said the general public must have an interest in the public schools if the work is to be successful. A great field is open to normal schools and other training schools for teachers and child trainers along this line of work, and the very best way to succeed is to have the state take hold of the child study department. Referring to correlation, he said, "There is no one center around which we can work. We cannot work around geography, arithmetic, or any one study. The child must be taken as the center."

#### CERTIFICATION OF TEACHERS.

"Some Changes Needed in the Law Governing the Certification of Teachers" was treated by Supt. Charles H. Nye, of Grant county. He said that the surplus of teachers is caused mainly by the low standard fixed for third grade certificates; that two examinations in each year in each inspection district are unnecessary. He thought that one tour of examination in the fall by the superintendent and one or more examinations held at the county seat in the spring would give better results. The standard of qualification for third grade certificates should be raised, school law should be added to the requirements for certificates of any grade, six months' successful experience should be required for a second grade certificate, and one year's experience for a first grade certificate. Mr. Nye advocated the creation of a special certificate, called primary certificate, requiring one year's successful experience in primary work and special qualifications, the new certificate to be issued for three years with privilege of reissue without examination.

#### NO EXAMS. FOR HIGH SCHOOL GRADS.

"Pres. Chas. Kendall Adams, of the University of Wisconsin, spoke on "The Accredited High School System—Its Advantages." He said that the school system had been elevated by giving the pupils of secondary schools the knowledge that they can enter the higher schools without an examination. "The method stimulates schools to a higher grade of work. It increases the sense of responsibility on the part of the schools because the teacher knows the pupil is the one who declares him fit for college, and the teacher's judgment is better than a strange examining board could be. The system improves the scholarship because the high school teacher is reluctant to give a certificate to a pupil who is not thoroughly prepared. The system keeps the universities from Quixotic requirements and helps to lift up the high schools."

Supt. Buel T. Davis, of Oshkosh, spoke on "What is the True Relation of the High School to the University?" "An ideal system of education," he said, "might provide a suitable and well graded road connecting the homes of the nation by way of the kindergarten, rural and elementary schools with the high school, and in turn the high school would connect with the professional school, the college, and the university. The high school was placed as the natural center of the school system, it being the nearest to the people, and the institution of the people, for the people, and by the people."

Mr. Davis said the high school is not a college, but purely a secondary institution, yet the center of local education. The high school must fit for higher education, but at the same time must fit for life. He showed that this is true of every grade throughout the entire system from the lowest primary. "In any properly organized scheme of education, higher courses must adjust themselves to lower, to the end that interruption at any point will occasion the least possible waste."

#### PROBLEMS OF SCHOOL SYSTEMS.

Prof. John M. Coulter, of the University of Chicago, said that one of the problems of the day was the over-production of teach-

ers. The remedy, he thought, could be found in the elevation of the standard of qualification.

Another point was the relation of the schools and universities. From the standpoint of the university the secondary school exists to prepare university students, from the standpoint of the secondary its functions would be different. He said:

"As I understand it, the high school is intended to train for better citizenship, to enlarge the opportunity for obtaining a better livelihood, to open broader views of life and its duties.

"I regard the recent tendency of universities to increase their demands upon the schools as unwise, and as fraught with danger. It has long been my theory that the specific demands may be very few, and these so self-evident that a school would not be likely to omit them. What the universities need is not a specific kind of preparation, but a certain degree of intellectual development, a development which is usually much broader than that obtained from the average college preparation. I may be allowed to say, as the result of many years of experience, that this average college preparation presents to the universities the most narrow and unevenly trained material that can be imagined. Nowhere are the evils of specialization so apparent as in the entrance preparation demanded by most colleges. If the specialization results in comparatively poor college material, its results may be regarded as simply disastrous to the secondary school in its primary purpose. This is not a plea for the multiplication of studies in the secondary schools, for one of their great weaknesses to-day is their tremendously congested condition. It is a plea for the relief of this congestion by reducing the university demands, not in quantity, but in specific assignment, leaving the schools freer to exercise their own judgment in the selection of special subjects. The time has long passed when any aristocracy of subjects has any right to claim the privilege of standing guard over every avenue leading to a higher education. Any student who has successfully pursued a well-organized and coherent course for four years in a high school should be able to continue his work in the universities.

"I must confess to being a great stickler for individual independence and responsibility, and that school or that teacher which is held in the dictatorial grasp of some higher authority which permits no expression of individualism in methods, which sternly represses all spontaneity and originality, which demands an automaton-like service, is pedagogically blighted. The vast machinery of the schools, which enters into every petty detail, rides them like the old man of the sea, and is converting schools into factories, and teachers into drudges."

#### OTHER PAPERS.

Mr. G. D. Jones, of Wausau, spoke on the "Pensioning of Teachers," taking a stand against the idea and characterizing it as a piece of cheap philanthropy carried out at the expense of the teachers themselves. W. G. Bruce, publisher of the *School Board Journal*, read a paper on "How School Boards Should be Organized."

#### NEW OFFICERS.

The following officers were elected: President, G. G. Williams, of West Superior; first vice-president, Supt. Anna Schaffer, Chippewa Falls; second vice-president, A. K. Jolly, Mineral Point; secretary, Prof. W. H. Cheever, Milwaukee; treasurer, R. J. O'Hanlon, Milwaukee.

#### Discussions of School Studies.

EAST DENVER, COL.—Preceding the opening of the twenty-second annual session of the State Association proper, the educational council held its yearly conference. The council, which is composed of five delegates from each of the seven sections of the association, was formed three years ago for the purpose of settling the business matters of the association.

A discussion of the proposed state course of study was opened by Prin. W. H. Smiley, of the Denver high school. He approved of the curriculum in general, but suggested that a little more literary and scientific work might be distributed throughout the grades.

Supt. J. H. Van Sickle thought that English and French history should be studied with United States history, and that more industrial subjects should be taught.

The council passed a recommendation to the state superintendent that more specific outlines should be furnished to teachers in music, history, literature and subjects along industrial lines.

#### GENERAL ASSOCIATION MEETINGS, POETRY IN EDUCATION, AND THE READING OF CHILDREN.

President P. K. Pattison made a plea for the use of the best poetry in the schools and its memorizing by the pupils. Nothing will so elevate their characters, so fill their minds with fine and noble thoughts or form such a wellspring of joy in after life. He drew a masterly picture of the educational system of Gradgrind and Bounderby in "Hard Times," wherein the children were re-



garded as so many little pitchers, into which the facts were to be poured in a stream.

"What powers of the mind were cultivated by parsing, the multiplication table, and boundaries of all the countries in the world? What visions of beauty were called up by them? What inspiration did they furnish? How did they help to make noble men or women? To-day music, drawing, modeling, and nature studies cultivate a different side of the child's nature, and their spirit infiltrates the whole school course. Music and poetry were the foundation of the education of the Greeks, and upon this foundation they became the race to which the world has ever since gone to school. 'Where there is no vision the people perish.'"

Miss Sarah B. Barbour, of Greeley, spoke of the "Study of Gesture in Child Study." She emphasized the value of teaching gesture to children as connecting action with thought. "Literature for Children" was treated by E. S. Parsons, of Colorado Springs, who said, in beginning, that he would address himself to literature for children between five or six and sixteen years. Referring to the nature of a child's reading, he said it was a matter of selection, not of creation. The printing presses might cease to bring out new books for a long time and the loss to children be small, for selection from what is now accessible to children is of more importance than making new reading matter. A good thing for a boy or girl would be to 'have the run' of a well selected library, where the child might browse at will and read whatever he will with the assurance to those interested in him that he can find in the library nothing to read that will not do him good.

"Poetry is one of the earliest forms of reading to which children resort and one of the first things they ought to read is 'Mother Goose,' and then after they have been introduced to the new things of life in experience in that immortal volume they can go to Whittier and Longfellow and others of like influence. In prose the Bible is easily first and after that come a host of others which will be found adaptable to every aspect of different individual children's minds."

Mr. Parsons opposed the use of literature as a means of teaching geography, history, arithmetic, and the various other branches of common school study, and also to criticism as a function of children's literature. He thought that to the child, literature must be imagination and fancy and stimulus to intellectual effort, and these provided for its end as to children is accomplished.

Miss Emily Miles, of Denver, spoke on "Art in the Kindergarten and Primary." Children, she said, should be taught to appreciate art, the aim is not to make them artists.

Pres. W. F. Slocum, of Colorado college, in a paper on "Manual Training and Moral Culture," said that no one would think in these days of denying that the ethical element should furnish the dominating idea in all education. The pupil is not trained who has not secured self-control. The first duty of a teacher is to study profoundly and seriously, how can each and every pupil be made a moral being. It was then shown that all manual labor is brain work and that the person who does not work with his hands does not secure the best brain development. The value of the accuracy secured in the manual training school was discussed, also the importance of giving direction to the great activity of children.

Mr. Cree T. Work, of Greeley, gave suggestions as to how manual training might be introduced into small schools, without much expense.

Miss Helen M. Walker, teacher of domestic science in the Denver Manual Training high school, explained that the purpose of her work was not the preparation of dishes, but the study of food selections, how best to spend money in food buying and home menu making, to acquaint girls with the chemistry of cooking, to make girls good housekeepers, and to give them in the school-room ideas and principles which can be practiced at home, thus giving the pupil a home laboratory of the best and most practical kind.

The moral aspect of the training was shown in the gain of accuracy, responsibility, and self-control.

#### BETTER RESULTS IN ENGLISH.

"How Can we Get Better Results in English in the Grades?" was discussed by the "Superintendents and Principals' Round Table."

Prof. E. F. Hermanns, of the West Denver high school, said that high school pupils could not write English correctly when they left the school. The East, he said, far surpassed the West in the correct use of the English tongue. He referred to a prominent business man who said that out of twenty letters received from high school graduates every one was deficient in orthography, punctuation, or construction.

Supt. Gove said that he did not believe it and good-naturedly asked for facts to substantiate Mr. Hermanns' broad statement. "Recently I received a letter from each of the children in the primary department in this district, written to Santa Claus, and although they were written without any preparation, I rose three feet higher when I examined the composition, spelling, and punctuation, so well were these letters written."

Mr. Hermanns replied that the grade to which Mr. Gove referred

was not the grade under discussion, and he challenged anyone present to say that he had not heard such expressions as "he done it" and "you was." No reply was made to this; causes of this condition of things were considered.

Prof. Keating, of Pueblo, thought that the child did not have the true spirit to learn better. The slovenly English of teachers was given as another reason. Supt. Gove said he would ask for a letter from every student in the eighth grade of district No. 1, which would prove the capacity of the schools for turning out English scholars.

#### PUBLIC OPINION.

Prof. James E. Russell, of Boulder, spoke on "Public Opinion as a Factor in Education." After pointing out the rôle of public opinion in social and fashionable life he said "that a powerful personality, loyal to the truth is the sole prerequisite to reform public opinion. The two great factors in education are the individual and his environment. Schools exist to supplement the deficiencies, to supply the missing links in the natural education of the child, and to organize and systematize his knowledge into power. There is a disposition to supplant the natural environment by a curriculum as broad as human needs, but as well try to sweep the cobwebs off the moon. The curriculum, no matter how full we crowd it, can never take the place of nature or of the social mind."

"It would be a step in advance if people realized that there is something worth knowing in life not taught in the school room. The question is not what the child shall study in school, but what habits and customs he shall be taught in the family before the school age arrives; as well as that he shall acquire a skilled acquaintance with some one of the definite trades, professions, or vocations in the years that follow school."

#### SCIENCE STUDIES.

Prof. H. A. Howe, of the Denver university, gave an address on "Teaching Astronomy," in which he said the climate of Colorado affords such rare opportunity for this study that it ought to be a fascinating one in the high schools of the state.

The "Teaching of Botany" was treated by E. Bethel, of the West Denver high school. He advocated giving special attention to the lower order of flora, because books are imperfect and inadequate which deal with the flowering plants only. He recommended that the natural resources of one's locality be studied.

Pres. Regis Chauvenet, of the State school of mines, gave a paper on the "Laws of Chemistry," in which he insisted upon a study of the beginning of the sciences. He decried the text definition and advocated the use of the metric system in the work.

Prof. George L. Cannon, of the East Denver high school, in a paper on "Physical Science in Secondary Schools" recommended strict economy in scientific work. He said there was a difference of opinion among scientific men as to what sciences should be taught. For two years an attempt has been made to secure a uniform course in science for the Colorado schools, but with no success. He recommended the useful side of scientific knowledge.

#### ETHICS.

A paper on "Ethics in the High School" was read by Prof. James H. Baker, of the State university, in which he considered the essential qualities of a rational and moral being at each stage of growth and in all relations of life, showing that all education should be the ally of virtue. In the remainder of his paper he showed the ways and means adapted to a given stage of education.

#### SUPERINTENDENTS.

Supt. Sadie Maxey, of Park county, described the "Ideal Superintendent," who, she said, must be teacher, counselor, friend to all; quick to see and grasp every opportunity for advancing his work and never grow weary in well doing. Even seemingly opposing forces are made to serve him.

In her address on "The True Spirit," Supt. Elizabeth A. Walker, of Mesa county, said that the true spirit of the county superintendent is to raise the standard of his office from politician to that of educator. His work is advisory largely. He must be liberal in his ideas of teaching and must have not only education force, but the knowledge how to apply it.

#### ART EXHIBIT.

A most interesting and instructive feature on the program was the art exhibit gotten up under the auspices of the Artists' club. It was to show what can be done with material that costs little and that is easy to procure, towards decorating the walls of a school-room. The pictures were mounted and placed against a good background of canvas. They included wood-cuts, half-tones, colored pictures, posters, Japanese prints, and cartoons.

#### NEW OFFICERS.

The following officers were elected: President, Sidney F. Smith, East Denver; secretary, C. J. Hayes, North Denver.

### Iowa Teachers' Meeting.

DES MOINES.—The State Teachers' Association convened here Dec. 29, President Wilcox presiding. In his annual address he named the following ultimate forces as those to be aimed at by teachers:

First—A closer supervision of the state over the methods and results of the schools.

Second—Well tempered laws compelling attendance.

Third—Divorcement of politics from all school elections.

Fourth—A larger unit of organization for our rural schools.

Fifth—The education of the hands in schools of manual training.

Sixth—More ample provision for the preparation of teachers.

Seventh—The ringing of the curfew to cheat the monster vice walking our city and village streets at nightfall.

Miss Lillian Bridgeford, of Marshalltown, treated the subject of the "Story in Primary Education." She said in part that stories should be selected with a purpose. They should help a child to form a standard by which to live; by them he should be able to understand his own life better; in them he sees himself and his own possibilities. Much of the child's taste in literature depends upon the kind of stories he hears.

The fairy tale which has fierce and horrible elements should be omitted. The true fairy tale carries the child into an ideal world, and many so-called fairy stories have no right to the name. While it is well to be realistic in story telling, we must not be too realistic. The knowledge of sin must be kept far from childhood.

In the historical story much may be done by inculcating love for country and liberty. In stories of battles, the idea of struggle for principle, rather than the honors of war, should be inculcated.

"How May the Teachers' Meeting be made Profitable?" was treated by Supt. Frank B. Cooper, of Des Moines. He said there are two objects to be kept in view,—the instruction of teachers as to plans and methods of work, the inculcation of educational doctrines, the elevation of teaching standards, and the promotion of wise and helpful measures in dealing with pupils. It has for its second object, inspiration—an indefinable quantity, and scarcely separable from instruction except in thought. It involves the communication of enthusiasm, the quickening of professional spirit, and the liberation of courage and hope.

Miss Minnie A. Walsh, of Jasper county, spoke on "Educating Public Opinion." She said in part that the greatest enemy of our school system is the indifference of the public. She showed that it is the teacher's part to educate public opinion. In order to interest the public, it is necessary to interest the leaders in the different localities.

G. U. Gordon, of Clinton county, spoke on "The Rural School System." In reply to the question, Why are the large boys and girls absent from our rural schools? he said that while it was often due to the carelessness or improvidence of parents much of the difficulty lies in the school itself, in crude methods of instruction, poor teachers, or lack of proper supervision. When these conditions exist, a pupil who is able to reason, finds the advantages deficient, and either stops attending school, or goes to a graded village school.

He summed up the needs of the country schools as follows:

First, make the rural school large enough to bring together a sufficient number of children to accomplish the best results and, if necessary, provide for the carrying of the children to a good school rather than the carrying of a poor school to the doors of the children. Second, make the supervisory district within means for sufficient work and provide for such supervision. Third, protect the schools against the imposition of poor teachers and bad work. Fourth, arrange a course of procedure and systematize the work. Fifth, build suitable houses for schools and procure the appliances necessary for efficient school work. Sixth, diminish tardiness and secure punctuality. When these things are done the rural school problem is solved, and the results attained will be equal to those of the city.

Miss Julia E. Rogers, of East Des Moines, read a paper on "The Recitation, its Object. What should it Accomplish?" If a class fails in its recitation, Miss Rogers believed it to be because physical conditions are not right, or because the presentation of the subject is uninteresting, or the teacher unsympathetic, or because she overdoes the enthusiasm.

H. H. Freer, of Mt. Vernon, spoke on "Civics and Economics in the Public Schools." Mr. Freer said that these studies which have recently been introduced, have gone into operation without any friction. Regarding the methods of teaching these subjects, Mr. Freer said the teacher must have a clear idea of popular education which is to make good citizens and good men; should make a thorough study of one text in morals and manners, one in economics, one in civil government, and one in American history; in addition, should study the life of the neighborhood and learn of the first organization of city or township. Patriotism should be taught by the use of patriotic selections and the reading of lives of patriotic citizens. United States history should

be so studied as to cultivate patriotism; national holidays should be observed in a formal way. The school should be a miniature government where all the virtues are found, and the playground may prepare for citizenship if the right spirit pervades it. In fact, a conception of government is best evolved from relations of children in family and school. Various organizations, such as mock legislatures, moot courts, and oral debates aid in civic training.

State Supt. Sabin, in his annual address, made a most stirring appeal for the claims of the schools. He said in part: "There is only one thing which we can do: We must carry the war into Africa. Wherever there is a farmers' institute some one should be found ready and anxious to present to the farmers the claims of the schools. Directors' meetings must be multiplied. I know of no more efficient means of shaping public opinion than by calling school officers together for mutual advice and consultation. The experience of some of our most progressive counties convinces me that directors are anxious to know their duties in order that they may discharge them faithfully and conscientiously. If some one would organize in his county a school directors' institute and hold two or three sessions of only one day each in the year, we would see a marked improvement in the kind of men elected to that office, in the character of the teachers who are employed and in the efficiency of the schools. At a meeting of the State Horticultural Society this month, while they were discussing the questions of how to improve and adorn the school grounds, an old farmer, without rising or even addressing the chair, said bluntly, 'Stir up your directors.' He was right. Stir up the directors, for with them is lodged the power upon which we depend, especially in a careful and intelligent selection of teachers."

Mrs. McCullough, of Wapello, read a paper on "Heredity and Environment." In closing she said, "Here lies the value of education, that it offers an environment which will assist the healthy development of every order of the child's nature. While looking at the moral side of this question, to protect the children from the evils of heredity and environment, we must also make inquiry into the physical growth of the child, for the purpose of establishing that equilibrium of physical force, centering in the nervous system, which promotes not only correct processes of thought; but also the exercise of the inhibitory faculties commonly called strength of will. The child in the first few years of experience is helpless and in no wise accountable for the conditions and circumstances surrounding him, not having attained the full growth to which his organism is susceptible, his development is the more subject to environing influences. We well know that the period of infancy is a period of custody. If the teacher fails to understand these things when she undertakes to instruct the young child, she will in all probability do violence to the laws of mental and spiritual growth."

The following officers were elected: President, A. B. Warner, Missouri Valley; first vice-president, H. B. Hayden, Council Bluffs; treasurer, G. W. Sampson, Cedar Falls.

### Oregon Teachers Taught.

SALEM, ORE.—In welcoming the Oregon State Teachers' Association, Mayor Gatch turned the thoughts of teachers to the higher problems of education. He said the pessimism of the present age ought not to discourage teachers; they must guard against the insidiousness of this influence by inculcating in the hearts of their pupils the higher ideas of patriotism, love of home, and love of their fellows.

Speaking on the reading of children President Chapman, of the state university, said that if the interest of the child is secured and kept up, it does not make any difference whether the word, the phonic, or any other method is used.

Professor W. Allen, of the Monmouth normal school, urged the need of studying pedagogics. President Royal, of the Weston normal school, said that a professional spirit must be kept alive. President Newland, of Newburg college, said he considered teaching "the happiest of all professions, but the sorriest of all trades."

Ex-Supt. Ackerman, of Portland, thought that English should be taught in connection with every other branch of study. "The wise teacher," he said, "gives stimulus rather than direction."

In an evening address Dr. Chapman said that "it is not of so much consequence what a boy knows when he leaves the public school as what he loves."

The department of superintendence adopted a resolution asking the legislature to repeal the law granting to all educational institutions the right of granting state papers to their graduates. Other changes in the school law were discussed, viz.: to raise the general average of the third grade certificates from seventy to seventy-five per cent, and make the minimum fifty-five instead of forty; to make the school year and the financial year end together—on June 30; to teach civil government by making it one of the regular courses of study and require the teachers to take examinations in it for certificates.



## Society for Pedagogic Research.

A large and appreciative audience gathered last Saturday in the rooms of the New York School of Pedagogy to listen to an extremely interesting address by Prin. Edward A. Page, of Grammar School No. 77, on "Arithmetic." The speaker, who handled his apparently dry subject in a very practical and lucid manner, developed the in the more difficult parts of the study. In teaching fractions, methods which he found by experience to be the most successful he uses a "fraction-box" the suggestion of which he took from Klemm's work on "European Schools," and which he exhibited to the audience. By means of this box, fractions can be made objective to the child and, at the same time, the relation of the parts to the whole can be constantly kept before his mind. A great deal of work commonly done by rules, Mr. Page has the children do by mere inspection, which is an excellent way of developing their reasoning faculty. His method of presenting "percentage," generally regarded as one of the most difficult chapters of arithmetic, is as simple as it is sound and philosophical. It may be said to rest on the pedagogical maxim of "introducing one difficulty at a time." Mr. Page insists first of all on the children's mastering the five "cases" with abstract numbers before he proceeds to applying them to problems of business life.

If the child once thoroughly understands the underlying principle, he is ready to make his own application to profit and loss, insurance, taxes, etc.

The address was throughout listened to with the closest attention and was followed by a lively discussion. F. MONTESER.

## Relative Value of Studies.

PHILADELPHIA.—At the monthly meeting of the Herbart Club, Mr. John Christopher, of the John H. Taggart school spoke on "The Relative Value of Studies." This had been assigned as the second topic for discussion in the club's investigation for the philosophical basis of the school curriculum. Mr. Christopher said that the first question to be asked in the selection of a course of study, is whether there is any philosophical principle to which we can appeal. The efforts in the past to find a rational basis for the course of instruction all led toward a purely psychological ideal, and this ideal looks toward the exercise of the so-called mental faculties. This aimed, as Dr. Harris, has pointed out, to furnish for the spiritual powers a training similar to the gymnastic training of the muscles of the body. But, just as gymnastics may develop strength and agility without leading to any skill in trades or employment, so an abstract psychological training may develop the will, the intellect, the imagination or the memory, but without leading to an exercise of acquired power in the interests of civilization. For instance, the game of chess would furnish a good course of study for the discipline of the powers of attention and the calculation of abstract combinations, but it would give its possessor little or no knowledge of man or nature.

Mr. Christopher pointed out that while the old education took as its aim the ideal of formal discipline, the new education aims at the formation of what has been called in a new sense, moral character. "Its basis is ethical, not psychological. It seeks to adapt the pupil to his national environment. It is in the spirit of the German emperor when he said that the aim of German education was to make young Germans and not young Greeks or Romans. Its motto is discipline through knowledge, and it seeks in its course of study to furnish the child mind with such a content that shall adapt it to the complex civilization in which it must be placed."

The speaker compared the five divisions of studies to five windows of the soul, and said that if we leave one of these divisions uncultivated, we leave one of these windows closed, and we have an unsymmetrical development of the individual.

In conclusion Mr. Christopher spoke of the relative value of the different studies in the elementary school course.

"The value of literature is that it develops the æsthetical qualities of the child. It opens the windows of feeling and floods the soul with the light of the beautiful of this life. Language study in the form of formal grammar has a distinct psychological value. Language is the outward expression of the inner thought of man. Its formal study opens the window of knowing. Arithmetic serves to correlate man with nature, opening the window of the soul that looks out upon the inorganic world. Geography opens the window of organic nature and treats in a practical manner of man's material habitat and its relations to him. History opens another window of the soul on the spiritual side, the window that reveals man engaged in willing. It looks upon deeds and events, upon man as a will power unfolding his nature in time."

The reading of the paper was followed by a lively discussion by the members of the club.

## Florida Teachers' Association.

OCALA.—The State Teachers' Association met here Dec. 29, President Graham presiding.

"Needs of the Florida Schools," was discussed by Supt. J. C. Compton, of Taras, from the standpoint of the superintendent, by Prin. J. L. Boone, of Orlando, from that of the principal, and by Miss Rose E. House, of Live Oak, from that of the teacher.

Other subjects discussed were "Froebel's Influence on Primary Education," by Supt. L. W. Buchholz, of Tampa; "Some Things that Ought to be Considered Settled in Educational Doctrine," by Pres. Forbes, of the Stetson university; "Nature Work," by Mrs. M. B. Warner, of Leesburg; "Qualifications of School Officers," by Prof. H. N. Felkel; "Art Education in the Public Schools," by Miss Clem Hampton, of Live Oak; "Mathematics, its Early History, and Later Development," by Prof. H. L. Bara, of Lake City.

Dr. Richard G. Boone, president of the state normal school at Ypsilanti, delivered addresses on the following subjects: "Teaching," "Education Outside the School-Room," "Education as Skill," and "Recitations."

State Supt. Sheats gave an address on "The Unification of the Educational Forces of the State."

The following officers were elected: President, Prof. J. J. Earl, of Ocala; vice-president, Miss Rose E. House, of Live Oak; secretary, D. R. Cox, of Micanopy; treasurer, T. M. Rivers, of Waukeenan.

The next meeting will be held at De Land.

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We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly 30 cents a year.

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## Correlation for February.

By ADA VAN STONE HARRIS.

## HISTORY—STATE LIFE.

February, of all the time of the school year is the month set apart for planting seed for patriotism and inspiration to heroic deeds.

Besides St Valentine's day and Washington's birthday, we find in this month the birthdays of Lincoln, Lowell, and Longfellow, each so worthy of our admiration and remembrance.

Lincoln, February 12. Lowell, February 22.  
Washington, February 22. Longfellow, February 27.

Profitable work may be accomplished by centering our work around statesman, general, and poets.

Let the children *live the lives* of these characters again in the schoolroom and receive impressions of their great and noble characters, making each one a *living* personality to them.

## LINCOLN.

The earlier days of the month up to the twelfth of February may be given to the study of the life of Lincoln; due observance may be given to that date, or its celebration may be combined with that of Washington.

Lincoln was born of poor parents in a rude log cabin. All the school education of his life did not exceed one year. What little time he went to school he went to school with his sister. They had to trudge a distance of four miles, carrying their dinner of corn bread and apples. His character was molded by a noble Christian mother. Lincoln, reading the life of Washington, by candle light, was inspired to high thinking and right living.

His life as president is rich with incident with which all children should be made familiar. The emancipation of the colored people endeared him forever to all lovers of freedom and equal rights.

## REFERENCES.

Boyhood of Lincoln,	D. Appleton & Co.
Life of Lincoln,	Holland.
Men of Our Times,	Mrs. Stowe.
Abraham Lincoln, His Public Life and Services,	Phebe Hanford.

## WASHINGTON.

The following topics are suggestive for the study of Washington. Similar ones may be arranged for Lincoln, Longfellow, and Lowell.

## THE BOY.

- I. Talk about: birthdays.
- II. Truth—Story of the Cherry Tree.
- III. Faithfulness in little things—Story of planting seed in the garden.
- IV. Courage and Honor—Pony Story—"Hero."
- V. Unselfishness—Playing soldier.

## THE MAN.

- I. Surveyor—His desire to earn money to assist his mother.
- II. Soldier—Chosen to teach soldiers to march—Story of French and Indians.
- III. Life at Mt. Vernon—Home life.
- IV. Revolution—Washington as commander.
- V. Washington as President.

## ONE DAY'S CORRELATED LESSON FOR FIRST GRADE.

GENERAL LESSON.—Talk about birthdays. Lead children to tell of their birthdays.

When they come.

How old, and how they celebrate.

Show picture of Washington, and tell children we are going to celebrate his birthday, and why.

Picture the story of the farm and happy boyhood of George Washington; telling of the things he liked to do.

READING.—Children give sentences reproducing the story, thus making their own reading lesson. Teacher, guide the child to rethink all the steps in the story.

WORD DRILL.—Important words emphasized and drilled upon.

LANGUAGE.—Lead children to talk about farm life and the advantages of the farm boy.

SONG.—"The Farmer."

NUMBER LESSON.—Simple problems about things on the farm—trees, chickens, cows, horses, ponies, goats, etc.

OCCUPATIONS.—Work out on sand table, by letting children build one story farm-house, barn, etc.

Fold canoe, sail-boat, barn.

Draw pictures of these objects.

Sew the canoe, sail-boat, house, tree. Copy difficult words and sentences from reading lesson.

Reading, language, drawing, number, game, and occupation can be worked out of each topic to suit the needs of the child.

## REFERENCES.

The Story Hour,	Wiggin.
Ten Boys ("Yankee Boy")	Andrews.
American History Stories (Vol. II).	Pratt.
Higginson's Young Folks' History.	
Stories of Our Country,	Monroe.
Stories of American History,	Dodge.
U. S. History,	Eggleston.
Washington Irving's Life of Washington,	Elizabeth K. Seelye.
The Stories of Our Country.	Johannot.
Ten Great Events in History,	
Ten Boys of Greenway Court	D. Appleton & Co.
Life of Washington	
Crown our Washington	
(poem),	Hezekiah Butterworth.
Normal Readers,	Silver, Burdett & Co.
Book II, p. 66.	
" III. pp. 38, 61, 103, 122, 132.	
" IV. pp. 209, 343.	
" V. pp. 132, 143, 146, 148, 1312, 153.	

## LOWELL.

Unite the celebration of Lowell's birthday with Washington's by giving a sketch of his life. Memorize quotations from "Under the Old Elm." Teach the children to sing "The Heritage," by Lowell. (Houghton, Mifflin & Co., Riverside Song Book.)

## REFERENCES.

Poets of America,	Stedman.
Lowell,	Mrs. Helen H. Johnson.
James Russell Lowell,	W. D. Fraill.
<i>Littell's Living Age</i> , pp. 190, 199, 760, 762.	

## LONGFELLOW.

"And I for one would much rather  
Could I merit so sweet a thing,  
Be the poet of little children,  
Than the Laureate of a king."

The remaining days of the month from the twenty-second to the twenty-seventh, Longfellow's birthday, give to the study of the children's poet and friend. A pleasant thought of connection is found in the fact of Longfellow's home at Cambridge having been the place where Washington had his headquarters at one time. Tell the story of the Old Elm at Cambridge and what took place there one June morning of 1775.

Acquaint the children with "The Village Blacksmith." Reproduce the story on the sand table, building with blocks the shop and the open door, and the church where he sat among the boys, or illustrate in black sand.

Tell the poem of the "Boy and the Brook." Read from "Hiawatha," "Evangeline," and "Miles Standish."

Memorize "The Arrow," "Snowflakes," and "The Children's Hour."

Give the home stories of the poet's life; of the days when the school boys were invited to see him—their request for a poem about the river seen from the study windows; their gift of the chair made from the "chestnut tree," and the party of little girls who were invited to bring their "every day dolls."

Throughout all of this work, aim to impress into the impressionable hearts in our keeping the tender thought, the truthful purpose, and the high standard for a noble life of unselfishness.

## REFERENCES:

Life and Letters,	Rev. Samuel Longfellow.
Life and Letters,	George Lowell Austin.
Outline for Study of Longfellow,	<i>New England Journal</i> , Vol. 5, p. 265.
Cyr's Readers, Books II. and III.	



### One Thousand Dollars in Prizes.

The American Sunday-School Union offers one thousand dollars in two premiums: \$600 for the best book, and \$400 for the next best book written for the society, upon "Forming and Maintaining Character on the Principles of the Bible."

Each writer is expected to suggest an appropriate title to his work. The widest practicable freedom will be allowed in the form and style of treatment, *e. g.*, didactic, descriptive, narrative, or a tale illustrating the principles and methods of forming and maintaining Christian character in close conformity with the teachings of the Bible under every condition of life. The society seeks practical and useful works free from the bias of current customs, and from the spirit of controversy and dogmatism.

The works must be popular in character, of a "high order of merit," and each consist of not less than 50,000 nor more than 100,000 words.

The MSS. must be submitted to the Committee of Publication on or before October 1, 1897. Each MSS. should have a special mark, and the name and address of the author should be sent at the same time in a sealed envelope (not to be opened until after the award), bearing the same mark, and both addressed, post or express prepaid, to The American Sunday-School Union, 1122 Chestnut street, Philadelphia, Pa.

The two MSS. gaining the prizes are to become the exclusive property of the union, and the prizes will be paid when the copyrights are secured by the society.

The society reserves the right to decline any and all MSS. offered, if unsuitable for its purpose.

Unaccepted MSS. will be returned to the writers at their expense.

These prizes are offered in accordance with the terms and conditions of the John C. Green Income Fund.

THE AMERICAN SUNDAY-SCHOOL UNION,  
Philadelphia, January, 1897. 1122 Chestnut St.,

### Announcements.

Messrs. Harper & Brothers have made a fine contribution to classical study in the publication of Harper's "Dictionary of Classical Literature and Antiquities," edited by Professor H. T. Peck, of Columbia university. Professor Charles E. Bennett, of Cornell university, says of it in the January *Educational Review*: "No reader can fail to recognize in it the labors of a true scholar, or to receive from it fresh help and fresh impulse for his own work. Professor Peck has earned the gratitude of classical teachers everywhere, and both editor and publishers are to be congratulated on rendering so solid a service to the cause of classical learning and education."

The book appeared last November and has already had a large sale. It is now published in a single volume, in cloth and leather bindings, but the publishers are preparing a two-volume edition in cloth binding, which will be ready shortly.

Phillips & Fisher's "Elements of Geometry" is another splendid contribution to the cause of education made by the Harpers. Besides being one of the most beautiful text-books ever published in this country or elsewhere, it illustrates Solid Geometry in a manner never before attempted. The photographic reproduction of actual models is a happy invention and places this book far in advance of all other similar works. It has already been adopted for Yale, Cornell, Johns Hopkins, Boston university, Wesleyan (Middletown), Amherst, Bates, Berkeley school (New York), St. Paul's school (Concord), Hotchkiss school (Lakeville), and many other leading colleges and high schools.

The volume containing the Plane Geometry separate was published the last week in December.

The interest aroused by the appearance a short time since of Catharine Aiken's "Methods of Mind-Training," will probably be duplicated on the publication of Mary R. Alling-Aber's work entitled "An Experiment in Education; Also the Ideas which Inspired It and which were Inspired by It." This is a most interesting account of some original methods in teaching adopted by Mrs. Alling-Aber, which were attended with extraordinary results. If her work does not create something of a sensation and result in the shaking up of old-time educational methods, we are much mistaken. Messrs. Harpers have this work nearly ready and will doubtless be able to announce it some time during the current month. They expect to publish shortly, also, a revision of Smith's "Smaller Greece," by Mr. C. L. Brownson, instructor in Greek in Yale university. Mr. Brownson has rewritten in part Dr. Smith's excellent little manual and revised it fully, making no attempt, however, to change the plan of the original work. He has sought especially to correct the inaccuracies of the old edition and to supply noteworthy omissions. The book has been set up in a larger type than the old edition and will appear with new illustrations and a new binding.

The "Theory of Physics," by Dr. Joseph S. Ames, of Johns Hopkins university, will be published within a few weeks. The author has divided his subject into five books treating of Mechanics and Properties of Matter, Sound, Heat, Electricity, and Magnetism, and Light, respectively. He gives a concise, logical statement of the fundamental experiments on which the science of physics is based, and of their explanation, in terms of modern theories.

A widespread interest in the subject of Modern Greek has been aroused by the recent publication, also by the Harper's of Steadman's "Modern Greek Mastery" and Jannaris's "English-Greek Dictionary." A movement is on foot in Europe to introduce the study of Modern Greek regularly into the curriculum of the leading universities, and there is little doubt but that these books will help to popularize the study in this country. Dr. Jannaris is also preparing a Greek-English Dictionary, but the date of its publication has not yet been announced.—[adv.]

### Fine Things in Florida.

A new hotel has been opened at Belleair on a commanding site; it is one of the famous "Plant System" hotels and is a perfect gem in its way. From its piazzas about 300 feet above the waters of the Gulf of Mexico a splendid view is obtained of passing ships. Belleair is about a mile from Clear Water, about ten miles from Tarpon Springs which was described in THE JOURNAL by the editor some years ago.

### A Special Florida Train.

The Southern Railway adds on Jan. 18 a special train to the other two fine trains it now sends out daily during the year to Florida. All these trains are vestibuled, run with speed, the country is beautiful and numerous reasons exist why the route among the foot hills of Virginia and North Carolina should be chosen. From New York to Jacksonville requires now but one night.

The new train referred to is equipped with all the modern conveniences, and elegancies of travel; there is an observation car, it is lighted with gas and has a dining car attached. The Southern Railway is a model road and deserves the extensive patronage it receives.

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## Literary Notes.

How shall evil passions be eradicated? This question the author of *Menticulture* struggled with and declares that he found it possible. The book is a kindergarten presentation of his theory. All the evil passions, Mr. Horace Fletcher says have one of two roots—anger or worry. These must be plucked up by the roots—that is, stop getting angry, stop worrying. It is a work of unusual value—reminds one of Buddha. (A. C. McClurg & Co. \$1.00.)

A story laid in educational localities is entitled *Comrades True*; the author is Edward S. Ellis, who is well known to a great many school boys and favorably too. It starts out by describing two boys, Fred Willson and Walter Lee, who are chums at school; then a variety of incidents happens, not unnatural; they undertake to get a livelihood, they meet with difficulties; they surmount these of course. Volumes like these are demanded by boys, and studies are not neglected they are furnished. (Penn. Pub. Co., Philadelphia.)

A very pretty book indeed is *A Child's Romance*, by Pierre Loti, translated by Mrs. Clara Bell. The author is a well known French writer whose pen produces almost nothing but classic material. (W. S. Gottsberger & Co., New York.)

The novels of Elsa D'Esterre-Keeling have achieved a popularity that arises from their naturalness and general geniality. *Old Maids and Young* is a good sample of her style. There is no attempt at great effects; the ordinary walks of life furnish her with a theme; she portrays her characters so as to give decided pleasure in following them. It is well written, and depicts life without anything to be deducted for unloveliness in her characters. (Cassell Publishing Co.)

Rev. Charles Cuthbert Hall, D. D., who has just been called to the presidency of Union Theological seminary, New York, is to edit the American edition of *The Expositor*, the first number of which, will be published on February 1, by Dodd, Mead & Company.

Dodd, Mead & Co. announce for publication in '97 a number of noteworthy novels from some of the more prominent English story-writers. Among them novels by Beatrice Harraden, George Macdonald, Henry Seton Merriman, Clark Russell, R. D. Blackmore, Max Pemberton, Mrs. Clifford, W. J. Dawson, and Ian Maclaren.

A new and revised edition of the late Sidney Lanier's work, *The English Novel*, is to be issued shortly by the Scribners. It will be printed from new plates and has been prepared under the supervision of Mrs. Lanier. Advantage has been taken of the opportunity to make some corrections, and to embody some passages not included in the original edition.

Ginn & Co. will issue in February the *Anabasis, Book V.*, edited by Alfred G. Rolfe, teacher of Greek in the Hill school, Pottstown, Penn. The purpose of this book is to provide an edition suitable for rapid reading, which may be substituted for one of the first four books of the *Anabasis*, or be read at sight in addition to them.

## Nerves

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**Nerves** are fed by the blood, and are, therefore, like it—weak and tired if the blood is thin, pale, impure—

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## Interesting Notes.

Negus Menelek has received as a present from the czar of Russia a complete set of wind instruments, a piano, and an organ. Several Russian musicians have been sent with the instruments to teach the Abyssinians to play on them.

Dr. Nansen will receive the special gold medal which the Royal Geographical Society intends to give to him, from the hands of the Prince of Wales, who will preside at the meeting.

Chelsea district in London utilizes its street refuse by separating the rags and paper, which are converted into brown wrapping paper, while the rest of the refuse is burned in the furnaces of the reducing works and the residuum is used in brick-making.

Five experimental stations are to be established in the arid belt of Kansas, Nebraska, Colorado, and the Dakotas in the spring for the cultivation of the soil after a system devised by H. W. Campbell, of Sioux City, who has interested the "Soo" line, Chicago, Milwaukee and St. Paul, and the Northern Pacific railroads in his scheme and induced them to back him. The stations will be forty acre plots of land, and it is intended to raise grain and vegetables.

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READERS will confer a favor by mentioning SCHOOL JOURNAL when communicating with advertisers.

Finnish as a literary language is not limited to the Kalevala. There were 111 periodicals published in that language alone last year, as well as four where Finnish and Swedish are used together.

Tuberculous afflictions of the lungs can now be detected by the Roentgen rays, according to M. Bouchard's report to the Académie des Sciences. The revelations of the radioscope have been confirmed by auscultation in cases where the disease was just beginning and where the expectorations showed no bacilli and other physical signs would have left the physician in doubt.

Ulysses' Isle of the Cyclops, lying close to the Sicilian coast near Acicastello, has been presented to the University of Catania by the Marchese Gravina, its owner. The island is a basalt rock rising 300 feet above the sea, and will be used as a biological station, the university establishing extensive laboratories on it.

According to recent French statistics, France lost 136,000 men by death through wounds, sickness, or accidents in her war with Germany, while 139,421 men were disabled on the field of battle. Germany's losses were 79,155 dead and 18,543 wounded. The monetary loss is more evenly divided, that for France being 12,666,487,522 francs, while for Germany it was 8,000,000,000 francs.

Mexico city has been looking forward to the visit of the general manager of the Mexican Southeastern railway this month, believing that it will mean much to the country by furthering the completion of the road that is to connect Mexico with Guatemala. When this work is done and the Mexican Southern is extended southward of Oaxaca, there will be rail communication between New York city and the territory of the Guatemalan railroad system.

It gives us pleasure to call our readers' attention to the value of Brown's Bronchial Troches as a remedy for throat affections. The fact that these troches have been manufactured and sold for over fifty years is an evidence of their real merit. While it is true that Nature does not endow every one with a sweet, well modulated voice, yet there is no voice so discordant but that by care and training it may be rendered pleasant, if not sweet and musical. The greatest artist could not hope to entrance us with his music, if his instrument were out of tune; and so the larynx must be kept in tune, or it will not send forth pure, sweet tones. Singers, speakers—in fact all persons who make an abnormal demand on the vocal chords, will find Brown's Bronchial Troches soothing, strengthening and healing, quickly relieving hoarseness and sore throat.

### Young Mothers

should early learn the necessity of keeping on hand a supply of Gail Borden's Eagle Brand Condensed Milk for nursing babies as well as for general cooking. It has stood the test for 30 years, and its value is recognized.

### Neuralgia.

We have never found a more prompt or effective remedy for this trouble than Antikamnia, and to those who are subject to it, we always recommend that they keep a supply on hand for immediate use when the attack threatens, as one dose of ten grains given in the beginning of the attack, usually makes it unnecessary to administer the second.

"BROWN'S BRONCHIAL TROCHES" are a simple yet most effectual remedy for Coughs, Hoarseness and Bronchial Troubles. Avoid imitations.

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Good Family Teas, all kinds, 40 and 50 cents per lb.

Fancy Chop Teas, Finest Imported, 60 to 75 cents per lb.

Send this "ad" and 10c. in stamps and we will mail you 1/2 lb of any kind of Tea you may select. The best imported. Good Teas and Coffees, 25c. per lb. We will send 5 lbs. of FINE FAMILY TEAS on receipt of this "ad" and \$2.00. This is a special offer.

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The appearance of Trilby produced many parodies, among them *Bultry* by Mary Kyle Dallas. Her idea is to suppose three bachelor girls as artists and one young man to be a visitor, occasionally an escort. It has amusing features. (The Merriam Co. 50 cents.)

Prof. Rüchloff, of Berlin, recently demonstrated that both the strength and the yield point of wrought iron and steel are increased by cooling below the freezing point. The angle through which the materials may be bent decreases, however, with the decrease in temperature.

England's deepest mine shaft is at Ashton Moss colliery, near Manchester, going down 2,880 feet, but the dip in the seam carries the workings to 3,360 feet below the surface. The lowest part of the Pendleton colliery is 3,474 feet. The deepest shaft in the world is the Red Jacket of the Calumet and Hecla on Lake Superior, 4,900 feet. Belgium's deepest shaft is 3,937 feet; Austro-Hungary's 3,672; Germany's, 2,960; France's, 2,300, and Australia's 3,302. The Prussian government has bored down to 6,572 feet below the surface, the temperature there rising 1°, Fahrenheit, for every 62.1 feet.

### During the Teething Period.

Mrs. Winslow's Soothing Syrup has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. IT SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.